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ABSTRACT

This collection of papers, consisting of six reports, is the result of a research project during which vocational educators from the United Kingdom traveled to the Federal Republic of Germany to examine the ways in which secondary school students in that country learn about the world of work. Included in the volume are the following reports: "The Secondary School System of the Federal Republic," by Russ Russell; "Arbeitslehre in the Federal Republic of Germany," by J. Woppel; "Concept and Experimental Models for the Teaching of Arbeitslehre in the Rheinland-Pfalz," by Paul Pardall; "Multi-Subject Teaching Unit: Vocational Orientation," by Staatliches Schulamt, Stuttgart; "Arbeitslehre in Baden-Wurttemberg and Berlin," by John Perry; and "The New School Subject," by Stephen Castles and Wiebke Wustenberg. A glossary concludes the volume. (MN)

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Studies in Vocational Education and Training in the Federal Republic of Germany

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Number Seven

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LEARNING ABOUT THE WORLD OF WORK IN THE FEDERAL REPUBLIC OF GERMANY

A collection of papers

Edited by Russ Russell

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PREFACE

The Further Education Staff College and the British Council have been, over the last two years, jointly planning and co-ordinating, at the request of the Department of Education and Science, a series of study-visits to the Federal Republic of Germany - FRG - by practitioners in Vocational Education in the United Kingdom - UK. The main travel expenses of the visits have been met by the Central Bureau for Educational Visits and Exchanges, while the main administrative expenses have been met by the British Council.

This collection of papers arises out of that series of visits and the general interest of the editor. The opportunity provided by the visits for learning, together with the opportunity for the editorial work necessary to this collection is here gratefully acknowledged.

This collection does not necessarily represent the views of any of the organisations mentioned above nor indeed does the collection as such necessarily represent the views of the individual contributors. It is presented here as basis for discussion in the UK amongst those interested in learning at the transition from school to working-life. A background to the papers and the secondary school system of the FRG is given in the first paper in the collection and each of the other individual papers is briefly introduced on pages 8 and 9. A glossary of terms used completes the collection.

Russ Russell
September 1982

I THE SECONDARY SCHOOL SYSTEM OF THE FEDERAL REPUBLIC

Russ Russell

The Federal Republic of Germany comprises the 10 Länder (States) and Berlin (West) and under the Basic Law (Constitution) of 1949 they are responsible for all educational matters. At that stage of the establishment of the Federal Republic there was a distrust of strong central government and a determination to establish the Länder as autonomous in these matters. Some co-ordination is nevertheless needed since for example the Basic Law guarantees the freedom of movement, the freedom to choose one's place of work, and one's place of education. Therefore the Länder must co-operate to ensure that the structures, institutions, curricula and leaving certificates are broadly comparable.

The chief organ for co-ordination has been the Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Standing Conference of the Cultural and Educational Ministers of the Länder of the Federal Republic of Germany) usually known as the Kultusministerkonferenz or the KMK.

This was established shortly before the Federal Republic and has made several hundred agreements, being particularly active in the period 1954 to 1964 when much standardisation was achieved. Success here is in part due to the fact that within each Länder a tight central control exists.

From 1969 to 1974 great energy was applied by the Federal Government to the establishment of the Bundesministerium für Bildung und Wissenschaft (Federal Ministry of Education and Science) the BMBW, a development regarded with some suspicion by those Länder controlled by the Conservative groups (eg. CDU) since the Federal Government was dominated by Social Democrats (SPD). The BMBW's responsibilities and influence are strictly limited. The Länder protect their independence with some vigour.

Some success however also came from the establishment in 1970 of the Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung (Commission for Educational Planning and Development of Research). In 1973 the Bund-Länder-Kommission produced the Bildungsgesamtplan (general plan for education) which established the whole framework for the co-ordinated development of the entire educational system up to 1985. The resulting state of flux ensures that it is difficult to keep up to date with developments.

The KMK has, in effect, standardised the first (or compulsory) stage of secondary education into three main types of school in

which the first two years are an orientation stage with syllabuses common to all types of school so children can be easily transferred if their original placement proves unsuitable. Selective schooling is still the norm.

a. Hauptschule (Secondary Modern or Main School) attended by half the age group, and offering classes up to Grade 9 (15 years). The leaving certificate indicating a satisfactory completion of the school work is called the Hauptschulabschluss, giving entry to a variety of trade training and some full-time courses in the second stage secondary education.

b. Realschule (Technical Grammar) attended by a quarter of the age group, and offering classes up to Grade 10 (16 years). Students can then take the Mittlere Reife (Intermediate Certificate) which is an entry qualification to full-time FE (Fachoberschule). Alternatively, students may leave full-time schooling and take up employment, usually with on-the-job training, and with compulsory day release.

c. Gymnasium (Grammar School) attended by a quarter of the age group, and offering full-time academic courses up to Grade 13 (19 years), preparing students for entry to higher education. Pupils at the end of the course take the Abitur examination which gives access to University and Higher Education. Pupils who leave at the end of the tenth grade with satisfactory performance are regarded as having a Realschule Abschluss, or Mittlere Reife.

The exact proportion of entry to each type of school varies from Land to Land.

There exists a KMK agreement for all Länder to experiment with various types of Gesamtschule (Comprehensive School) but success must be regarded as limited because pupils must leave with one of the three types of school leaving certificate. In effect pupils have to be 'tracked' into one of the three routes fairly early on. Again, the proportion of pupils entering Gesamtschule varies from Land to Land.

Although there are a variety of agreements on the main subjects and outline expectations of the courses leading to these certificates between the Länder, there is considerable freedom and flexibility. It has to be remembered that, unlike the English or Welsh system, there are no national or external examinations. The individual schools assess the pupils and award the certificates. There is no process of standardisation as there is in England and Wales. Details of performance in individual subjects do not become available to those who use the certificate.

It is within this context that we must see the introduction of teaching about the world of work, the Arbeitslehre programme. The Arbeitslehre programme is becoming an essential element in the work of vocational orientation for students of statutory school-age in the Hauptschule and the Gesamtschule. Arbeitslehre is a term used as a generic term to refer to the various curricular provisions made in the Länder. The aims and objectives of the Arbeitslehre were defined by agreement between the Länder in July 1969. They are:

> *to impart insights, knowledge and abilities in the technical, economic and socio-political sectors which constitute essential elements in the basic education of every citizen;*
>
> *to provide new impulses for co-operation;*
>
> *to provide assistance in choosing an occupational area and preparation for choosing an occupation, but not to provide vocational training itself.*

The agreement divides Arbeitslehre into three areas or phases:

> *a general orientation on the industrial and working world;*
>
> *the development of 'work habits';*
>
> *choosing an occupation.*

'Choosing an occupation' raises the subject of vocational counselling for young people. In the early days of the Federal Republic the desire to establish the right of the citizen to freely choose his occupation led to the reservation of vocational counselling to the Bundesanstalt für Arbeit - BFA - (Federal Labour Office), an organisation governed at Federal and local levels by committees on which government, employer and trade union representatives sit in equal numbers. The BFA has for its part kept a rigid separation between its vocational counselling and job placement services ensuring that they are always carried out by separate personnel.

Vocational guidance at the transition from school to work creates special problems. In 1971 a key 'outline' agreement was made between the BFA and the KMK and this has allowed the BFA to conclude more detailed agreements with each Land. Each Land has agreed to provide an adequate background for vocational counselling and career choice for young people in the last two years before they leave school. The BFA has agreed to provide material to schools and co-operate actively with school authorities and individual schools. Details of all this are the substance of report number two in this series of papers (which also contains in full the BFA/KMK agreement (see also inside back cover). The individual Land-BFA agreements have been powerful stimuli in the development of Arbeitslehre.

The exact meaning or nuance to be given to the phrase Arbeitslehre varies according to the way each Land has developed its programme. These are very varied between the

Länder, but relatively homogenous within the Land because of the tight central authority referred to above. Each Land has its own curriculum process or agency such as the Staatliches Institut für Lehrefort und Weiterbildung - SIL - in Rheinland-Pfalz, or the Landestelle für Erziehung und Unterricht - LEU - in Baden-Württemberg.

The generic term 'Arbeitslehre' for these provisions is fairly neutral. Literally it could be translated 'Teaching about the World of Work' although in the title of this collection we have called it 'Learning about the World of Work'. Even the title of the provision varies. This collection, it is hoped, will give the reader some introduction to the variety in the programme.

The Papers are :

I by Russ Russell (this section) is especially written as a background and introduction to this collection. It attempts to describe the (first-stage) secondary school system of the FRG and the location of Arbeitslehre within it.

II by Dr. Wöppel, is a synopsis of a paper originally presented to a conference organised by the Council of Europe in 1979. It gives a brief synoptic review of the varying provision for Arbeitslehre in the FRG within the eleven Länder. It has been slightly adapted for this collection.

III Paul Pardall, in this section, presents a review of the theory and philosophy of Arbeitslehre in Rheinland-Pfalz as well as the FRG. This piece was originally published in the journal "Die Arbeitslehre".

This statement by a member of a key curriculum development agency of Rheinland-Pfalz (Staatliches Institut fär Lehrefort und Weiterbildung - SIL) represents a statement, from the centre, of the position in one Land.

IV is a translation of extracts of a curriculum document issued by the Land authorities of Baden-Württemberg to its secondary school teachers, and the original. We hope that this 'original' document explains a little of the grass roots flavour of the approach in one Land, although, of course, the document was originally supported by the provision of in-service seminars for the teachers involved.

V is the report of a visiting group from the UK who looked quite closely at the provision of Arbeitslehre in Berlin and Baden-Württemberg, and had further discussion in Rheinland-Pfalz. It was drafted by John Perry of the English Martyrs School, Leicester and also agreed to by the visiting party.

VI is an extract from a book by the authors on "The Education for the Future". In that book they try to review various attempts to provide for a radical inculcation of young

people into the world of work and critically assess that from their, particular, social perspective. In this extract they look at Arbeitslehre in the FRG generally, but make particular reference to Berlin and Hessen. It is hoped that his last piece provides a stimulating critique of all that goes before, without necessarily encouraging the reader to adopt that position uncritically.

VII is an aggregated glossary of all the terms that may prove difficult to the average reader, unfamiliar with the system in the FRG, that have gone before.

Each separate piece has its own references, bibliography and source stated.

II ARBEITSLEHRE IN THE FEDERAL REPUBLIC OF GERMANY

J. Wöppel, Ministry of Education & Sport, Baden-Württemberg

In basic education for all, ie. in our so-called general education in many subjects indirectly the foundations are laid, which prepare the pupils to meet the demands of working life later on. This occurs, for instance, through the acquisition of the techniques of civilisation, through practice in team work, getting accustomed to doing accurate work, and the stimulation to take personal initiatives and to critical analysis.

In addition in the Federal Republic of Germany Arbeitslehre is the school subject or area of teaching in which working life and the choice of career form the actual subject of instruction. Arbeitslehre is an answer to the fact that in a fast-changing industrial society, marked by the division of labour, methods of work, acquired in the family circle or in the neighbourhood, can no longer be utilised.

In the various states of the Federal Republic *differing concepts* of Arbeitslehre have emerged: introduction to employment, technical studies/introduction to employment, technology/economics (introduction to employment), employment-economics-technology, technology-economics, technology/economics/domestic science, society/politics/introduction to employment, introduction to employment/careers guidance etc.

On comparing the conceptions of Arbeitslehre of the Federal states one can discern agreement on the overall aims of the subject. Those aims are:

- a contribution by the school to careers' orientation or orientation towards fields of professional activity;

  to impart fundamental insights into essential conditions of working life through illustration of basic, reciprocal connections between technical, economic and socio-political decisions;

- to impart fundamental knowledge, understanding and skills in the technical and economic fields and - in connection therewith - in the social fields.

Arbeitslehre is in two respects the centre of pre-vocational education, given to young people before an immediate or subsequent transition to basic vocational training:

- Arbeitslehre forms firstly a central point of pre-vocational education from the chronological angle. It begins in classes 1 to 4 of primary school as part of Sachunterricht (object studies). It will be continued in subjects like technology and Weltkunde (facts about the world) in classes 5 and 6. As Arbeitslehre it reaches a clearly important stage for all pupils in classes 7 to 9 and 10. For after class 9 or 10 it changes for all pupils who after these classes move on to career-oriented training courses (eg. specialised vocational school, vocational foundation year, apprenticeship). For pupils in the study-oriented coures of upper secondary education, like the higher classes of a Gymnasium pre-professional education will be continued with an appropriate orientation.

- Arbeitslehre is secondly important on the horizontal plane in lower secondary pre-vocational education. In relation to its contribution to careers guidance and orientation towards areas of professional activity it must be seen in conjunction with the corresponding functions of the Bundesanstalt für Arbeit. The organisation by the institute or by the institute and the school together of careers guidance sessions in accordance with the outline agreement on collaboration between schools and the careers guidance department of 5 February 1971 are also a part of pre-vocational education.

There are *two fundamental difficulties* in the practical application of Arbeitslehre in schools.

- Arbeitslehre does not - like many school subjects - have only one related area of learning as its foundation, but several, eg. employment theory, engineering, economic affairs, industrial management, domestic science, social science. There is no teacher training able to create the super-teacher who is qualified to teach all aspects of Arbeitslehre. This is the main reason for the wide variation in the conceptions of how to organise this teaching in the different states.

- For Arbeitslehre contacts with practice are much more important than in the case of all other school subjects (visits to firms, practical experience in factories, questioning experts) and contacts with institutions and organisations outside the school (firms, labour exchanges, chambers of commerce etc., trade unions, employers' associations etc) are important; this creates particular administrative problems.

It is on account of these fundamental difficulties that the *concepts of the federal states on the organisation and content of the teaching* differ markedly from each other in detail.

In Bayern, Arbeitslehre is a subject, which includes elementary economics and the school's contribution to careers guidance. In the 7th year, Arbeitslehre is closely linked in with the co-educationally taught subject *"domestic science/economics"* as regards content. Practical technology and work on textiles are included in the compulsory options in every school year and hence only loosely co-ordinated with Arbeitslehre. Visits to factories play an essential role as a basis for experience and comprehension in the Bavarian conception.

In Berlin, Arbeitslehre is taught as part of the compulsory teaching programme in classes 9 and 10 in all types of schools at lower secondary level - ie. divided up into Hauptschulen, Realschulen, Gesamtschulen and Gymnasien. In the Hauptschulen, Realschulen and Gesamtschulen it is also one of the compulsory options in classes 7 to 10. In comprehensive schools it is an additional compulsory subject in classes 7 and 8.

Compulsory teaching options are of very varied content. In its structure it follows Georg Groth's so-called graduation. Production for one's own needs - production for a known employer - production for an anonymous market.

Arbeitslehre is a compulsory subject in classes 9 and 10 where it is organised as a choice of careers lesson with close co-operation between school and careers counsellors. This choice of careers lesson was developed through a pilot scheme. The materials so developed are arranged in eight groups of related subjects.

In Bremen, Arbeitslehre is a subject in classes 7 to 9 of the Hauptschule and only loosely linked with subjects like domestic science, practical technology and civics. The school's contribution to career guidance is situated in the curriculum units of class 8.

In the Bremen comprehensive schools the subject of technology/economics relates to the sub-divisions of technology, textile work and domestic science and stands in a mutually complementary relationship (inter alia) with the group of subjects society/politics/introduction to employment.

In Hamburg, Arbeitslehre is only offered as a subject in the comprehensive schools. In Hauptschulen and Realschulen as a compulsory subject, it is limited to the careers guidance aspect. In the area of compulsory options the corresponding subject matter can be taken up in project-time.

In Hessen, technical studies/Arbeitslehre has in principle been introduced with various eightings in the sense of compulsory and compulsory option areas or general technical courses in all types of lower secondary schools. Uniform rules for the organisation of teaching do not exist. However the subject matter as prescribed by the recently issued guidelines is uniform.

This framework is determined by 19 so-called centres of interest, within which the learning goals and subjects are allocated to so-called teaching foci. The individual didactic foci constitute teaching units which can be built into sets.

In Niedersachsen, the subject employment-economics-technology includes the subjects employment/economics, technology and domestic science in classes 7 to 9 in the Hauptschule, in classes 9 and 10 in the Realschule, as one of two optional subjects in classes 9 and 10 of the Gymnasium. The basic conception of the content of these subjects includes preparing pupils for their choice of career.

In Nordrhein-Westfalen, the teaching of techology/economics Arbeitslehre in the Hauptschulen provides firstly courses in domestic science, economics and technology, and secondly interdisciplinary projects. The interdisciplinary part of the curriculum includes the *"problems of career guidance"*. There is, admittedly, no indication how it is to be organised in a way which would ensure co-operation with the careers guidance department so as to provide teaching on the choice of careers.

According to the organisational plan for comprehensive schools, Arbeitslehre includes *"technology"* and *"economic affairs"* (including domestic science) and *"domestic science"* (including the main points of economics).

In Rheinland-Pfalz, Arbeitslehre is a profile-building subject area of the Hauptschule, but also designed to be suitable for other types of schools at the lower secondary level. Economics has a bracketing function and is compulsory for all pupils together with the independent sub-division of careers instruction. The pupil may choose between the two principal areas of technology and domestic science, without reference to sex-specific considerations. Both horizontal and vertical connection between the sub-divisions is created by proceedings on the principle of extended subject areas.

In Saarland, the experiments, in which the conception of Arbeitslehre is being developed, are marked by a particularly close dovetailing of the 9 year Hauptschule course and the foundation year of vocational education. This is to be introduced generally and to lead to one of the two outline plans for further educational courses at upper secondary level. Division into groups for Arbeitslehre is therefore not according to subjects like domestic science and technical instruction, but by fields of professional activity as in the case of a 10th school year devoted to the foundation year of vocational education, eg. metal/plastics, electronics, building and timber, food/textile design.

In Schleswig-Holstein, the subject matter of Arbeitslehre so far as it is not included in subjects like domestic science, technology/practical technology and textile work comes under the subject economics/politics in the Hauptschule and the Realschule. Careers guidance as part of economics/politics

should prepare pupils in good time for a choice of career and begins in the second half of class 8. Visits to firms play an essential role in this context.

In all these tendencies affecting the organisation of teaching and conceptions of subject matter, *from a methodological viewpoint the governing principle* is that Arbeitslehre is characterised by encounters with the reality of working life, by active forms of teaching, and by real contacts with the things concerned. In these encounters with the reality of working life apart from visits to places of work and putting questions to practising specialists, we have Betriebspraktike (practical experience in firms), the value of which for career orientation is disputed when they are only carried out in isolation. By active forms of teaching we mean in particular projects, role playing, planning games and discussion of cases.

According to our theme, taking Baden-Württemberg as an example, two problems occurring in connection with Arbeitslehre and appropriate attempts to find a solution to them should be discussed in greater detail.

In Baden-Württemberg, Arbeitslehre which constitutes the subjects employment-economics-technology is a profile-building field in the Hauptschule. This area is seen from the administrative angle as a combination of technology/domestic science/textile-work and economics. All these subjects are taught co-educationally. Specific course units are to be worked out through close co-operation between the three subjects in an interdisciplinary framework.

To these interdisciplinary course units belong the scheduled 42 hours teaching on choice of careers called "Orientation in fields of professional activity". On this subject the 3 subject-teachers together with careers counsellors work on a syllabus compulsory for the whole state according to an organisational plan in 9 distinct stages. Because of the timetable of the careers counsellors who have to take over the 6th and 9th stages in the form of school discussions, the general organisation will extend beyond the individual school and in fact be fixed at educational district level. Stages 2, 5 and 7 are visits to places of work which are organised each time within groups of neighbouring schools.

In Baden-Württemberg, the attempt is being made to *co-ordinate the* Hauptschule *and with it the subject area* Arbeit-Wirtschaft-Technik *and the vocational schools which follow on from it by geographical areas.* Since the beginning of the current school year 1978-79 the whole state has been divided up into 65 so-called contact districts. Each contact district is situated around a vocational school centre or a corresponding group of vocational schools. A representative selection of teachers from the Berufsschulen within the contact district meets regularly with the contact teachers from every Hauptschule in the catchment area for combined further education sessions. During the first year programme, Hauptschule teachers were informed in precise detail about

the courses followed by pupils from Hauptschulen in the vocational schools. Teachers from the vocational schools were told about career guidance teaching in the Hauptschule. Moreover, within this programme of career guidance a visit to a firm may be replaced by a corresponding session at a vocational school. In the second year there will be co-ordination within specialist working groups. In the third year the emphasis will be on planned co-ordination. Here individual teachers attend classes in the other type of school as visitors.

This programme is at the same time a model experiment for the federal and state commission and one of the 28 pilot projects of the European Communities. The aim is that the individual elements of the programme will in time pass from the experimental stage into general practice, according to the various requirements.

From the basic difficulties of Arbeitslehre which we have indicated and the two attempts to find solutions, which were shown by taking Baden-Württemberg as an example, *4 questions* arise about ideas concerning the introduction to working or professional life in other states:

1. How can teacher training and the educational administration of such a complex area of teaching be harmonised?
2. How can contacts with the reality of working conditions be organised for all pupils?
3. How can the collaboration of all those involved in a really practical introduction to working and professional life be organised systematically?
4. How can one achieve the necessary co-ordination between schools giving a general education and the vocational schools which follow them?

This paper is a slightly modified version of :

Wöppel, J. *Report of 3rd Council of Europe teachers' seminar on "School and work : introduction to working life", Donaueschingen 18-20 April 1979.* Ref DECS/EGT (79) 62-e) Strasbourg, Council for Cultural Co-operation, 1980. Available from : Council of Europe, 67006, Strasbourg, CEDEX, France.

III CONCEPT AND EXPERIMENTAL MODELS FOR THE TEACHING OF ARBEITSLEHRE IN THE RHEINLAND-PFALZ

by Paul Pardall

1 DEVELOPMENT AND IMPLEMENTATION OF THE SUBJECT ARBEITSLEHRE IN THE RHEINLAND-PFALZ

Arbeitslehre as a school subject has been systematically introduced and developed in the Rheinland-Pfalz since 1968.

Development is evidenced by the various Lehrpläne (curricula), namely:

- the Hauptschule curriculum (1968), which states: *"the new* Hauptschule *derives its educational aim mainly from the modern working world ...."*
- *"Aids for the* Hauptschule" (1973), in which it is laid down that *"the aim of* Arbeitslehre *is to enable young people to perceive the interconnection between economic, technical, vocational, social and political matters".*
- the learning objectives orientated draft curriculum entitled Arbeitslehre für Hauptschulen (1978) which makes Arbeitslehre a compulsory subject in all Hauptschulen.

For years now the Rheinland-Pfalz has accompanied scholastic development by a series of measures designed to ensure the continuous development of Arbeitslehre. These are:

a. Implementation of an academically-based school experiment on Arbeitslehre (1974-1977).

b. Provision of a correspondence course entitled *Economics and Vocational Studies* (1975-1977).

c. Implementation of a school experiment on the choice of vocation (since 1976).

d. Development of teaching/learning patterns in the Regional Teacher Training Centre to accompany Arbeitslehre.

e. Development of a learning objectives orientated draft curriculum by the Arbeitslehre specialist teaching committee (Fachdidaktische Kommission Arbeitslehre) in collaboration with the Curriculum Development and Co-ordination Centre (Arbeitsstelle für Lehrplanentwicklung und -koordination).

f. Continuation training arrangements organized by various bodies.

Current development has reached its provisional peak in a broadly-conceived training project entitled "Specialist teaching - Arbeitslehre". This is being carried out at the Institute for the Further Professional Training of Teachers, and project planning and implementation will include all past and future activities and findings.

2 CONCEPT OF ARBEITSLEHRE ACCORDING TO THE LEARNING OBJECTIVES-ORIENTATED DRAFT CURRICULUM

2.1 Concept

The learning objectives orientated draft curriculum is the provisional result of ten years' trial and discussion. A wide range of activities led to a concept, the scope of which may be described as follows:

a. Arbeitslehre is committed to plurality of philosophies and roles. It makes allowance for differing political-ideological viewpoints and thus contributes to enabling the pupil to obtain a knowledge of the widest possible range of opinions and then make his own decisions in the political and social environment. The aim is consequently to produce a citizen who will lead an active life as an individual being and as a member of a liberal and democratic social and economic system.

b. Arbeitslehre can be regarded as training in preparation for employment (Berufsvorbereitende Bildung). It does not provide preparation to meet specific vocational demands; what it does do is to make young people aware of the subjective, objective and limiting factors affecting the choice of vocation and so enable them to choose their careers in more knowledgeable and systematic fashion. It is largely education in the choice of trades and professions.

c. Arbeitslehre, although designed for certain specific types of schools, is of importance to all categories of schools. The fact that it can be designed to suit various types of schools enables the subject structure to be adapted to the diverse organisational forms and groups whilst still retaining the same level of aims. There must be no intention in any such scheme of limiting the individual's flexibility as regards his choice of career. Mobility must be retained in all groups and at all stages.

d. Arbeitslehre in the Hauptschule is designed as course learning as part of a co-ordinated system. Since Arbeitslehre covers a particularly wide range of subject areas (economics/vocational studies/technology/domestic science) it can only be properly taught if the danger of over-complexity is avoided.

That is to say: Arbeitslehre must be clearly divided into subject areas for which definite teaching schemes are available. At the same time, the way in which the various subject areas link together must be demonstrated by means of comprehensible examples. This *"co-ordinated teaching strategy"* preserves, on the one hand, the logical balance of each individual subject area whilst, on the other, co-ordinating phases enable an insight to be gained into complex political, economic and technical interrelationships.

Whilst making due allowance for the aims specific to the various subject areas, Arbeitslehre does not, as a result, surrender to the individual systems of the various sub-sections; far from so doing, it provides a theoretical understanding of the rationale and shows the pupil how the subjects are mutually dependent on each other. The courses in the various subject areas are therefore not unconnected; they always relate to each other provided this is possible without prejudice to the learning content of the individual subject (cf. 2.3 Methods).

e. Arbeitslehre is activity-orientated. This is not restricted merely to manual activity and related discussion; it always implies orientation of the teaching to situations and events occurring in the actual world of work and industry. The choice of content and aims is orientated to the pupil's later situation in his various roles (consumer, employee, etc.); it is always, in addition, academically orientated.

2.2 Structure

In accordance with these basic principles, Arbeitslehre is presented at Hauptschulen in the Rheinland Pfalz with the emphasis on two main areas:

(i) Subject area *"technology"*
(ii) Subject area *"domestic science"*

always in conjunction with economics and vocational studies.

Economics Vocational studies	Economics Vocational studies
Technology: technical studies	Domestic Science: home economics textile work

The draft curriculum endeavours to provide a horizontal and vertical co-ordination of topics by extending the pupils' range of experience and allotting them appropriate roles (see diagram on page 4).

The roles referred to are not restricted to certain years; they are given clear emphasis in the various topics throughout.

School year	Sub-Section / Subject area	Economics	Vocational studies	Technical studies	Home economics	Textile work	Sub-Section / Roles	
7	← individual subject area — social subject area →	private household and consumer	young people in search of a vocation	technical systems within the pupil's range of experience	the private household	textiles in the private household	← person seeking employment —	consumer
8		man and industry	career planning	techniques and technology in industry	business functions of the private household	textile production processes		employee self-employed person
9		man in the industrial world	man in a changing vocational world	changes in technological systems	changing structure of the household and industry	man and clothing in a period of change		citizen in an industrial society

2.3 Methods

Experience with the school experiment has shown that neither pure course learning nor pure project learning is preferable to the other. An attempt is therefore made, within each sub-section of a subject area, to provide a vertical co-ordination of topics (course learning) and a horizontal co-ordination of topics (project learning).

Co-ordinated learning

Form	Nomenclature	Application
Purely vertical	course learning	eg. in technology training
Predominantly vertical; horizontal for certain individual topics	single-topic co-ordination	eg. between economics and vocational studies
Predominantly horizontal	all-topic co-ordination (project learning)	eg. in the case of a major project

Although the choice of projects is at the discretion of the subject-teacher in question, the draft curriculum lays down certain horizontal links in general terms and as far as learning aims are concerned in order to avoid the danger of strictly systematic subject-teaching (see table on pages 6 and 7).

2.4 Organisation

Arbeitslehre will be a compulsory subject for all Hauptschule pupils as from the beginning of the 1978/79 academic year (7th school year: 3 hours; 8th and 9th school years; 4 hours each).

At the beginning of the 7th school year the pupil (following advice given in the 6th year) will select a main subject area which he may change during the 7th year.

Depending on circumstances in individual schools, the sub-sections *"home economics"* and *"textile work"* will be offered within the main subject areas, either separately or in combination (see page 8).

Compulsory co-ordination of subjects, 7th school year

Economics	Vocational studies	Technical studies	Home economics	Textile work
Household needs goods	motivation for employment		planning arrangements from the point of view of economy and labour market	textiles in the household
Obtain information first, then buy			" "	textile commodities
Establishing a household	descriptions of various trades and professions	home requirements and types of accommodation	the home as living-space	textiles in the design of living accommodation

Compulsory co-ordination of subjects, 8th school year

Economics	Vocational studies	Technical studies	Home economics	Textile work
Factories manufacture goods			aims and functions of the private household	
Circulation of money and manufactured goods				textile production processes
Industrial production factors		technical equipment used in production processes	organisation of work in the home	use of equipment in the textile industry
Division of labour - forms and results	social and vocational study problems in vocational working life	industrial mass production		industrial textile production

Compulsory co-ordination of subjects, 9th school year

Economics	Vocational studies	Technical studies	Home economics	Textile work
The local and regional economy	knowledge of regional and supra regional training facilities	area planning	knowledge of factors affecting the choice of site for the home	
Foreign trade		technical exploitation of energy		factors affecting changes in fashion
	employment of women		employment of husband and wife and the effect on the home	

A	B
economics vocational studies technical studies	economics vocational studies technical studies
economics vocational studies home economics	economics vocational studies home economics + textile work
economics vocational studies textile work	

Thus in the case of A, the pupil chooses from 3 subject areas:

1. E, VS, TS
2. E, VS, HE
3. E. VS, TW

In this case at least 3 learning groups are formed.

In the case of B at least 2 learning groups are formed.

1. E, VS, TS
2. E, VS, HE + TW - the teaching of HE and TW being combined.

In all the above cases the aim will be to teach E/VS not as a class, but in the appropriate learning group and, as far as possible, with the same teacher.

The learning-objectives-orientated draft curriculum will be tried out during the coming years. A broad basis for its introduction and evaluation is being provided by the *"specialist teaching* - Arbeitslehre" project organised by the National Institute for the Further Professional Training of Teachers.

3 NIFECTT ARBEITSLEHRE PROJECT, 2ND PHASE

3.1 Aim

In addition to the curricular development of the subject Arbeitslehre it was necessary to make good the existing deficiencies of a didactic academic and methodological nature by means of further professional training measures for teachers.

Specialist knowledge was provided by the correspondence course entitled *Economics and Vocational Studies*. This was successfully completed by some 800 teachers who gained a *"teaching certificate"* qualification.

It was essential for the specialist-knowledge course to be followed by specialist teacher training.

The *"specialist teaching* - Arbeitslehre" model project is consequently designed in close accordance with the learning-objectives orientated draft curriculum and in such a way as to enable:

1. specific knowledge and skills required for the teaching of Arbeitslehre to be acquired;
2. methods of co-ordinated learning to be developed and tested;
3. multi-subject methods to be produced and evaluated.

Over 2,000 teachers, who are being initiated into the learning objective orientated curriculum in regional working parties from October 1978 onwards, using material developed at the SIL (study material, teaching aids, hand-outs), reported for this model project. This meant that nearly all teachers teaching Arbeitslehre in Hauptschule were covered.

3.2 Importance of the pilot scheme

The experimental model, supported by central government funds, is important from various points of view:

1. It can logically be incorporated in all existing activities.

2. It takes into account all the latest findings as regards teacher training, curriculum development and at institutes of higher education.

3. It provides an opportunity for complete regional incorporation in a draft curriculum over a lengthy period of time (1978-1979).

4. It thus also provides an opportunity for maximum evaluation of the draft curriculum.

5. It provides a broadly-based series of measures for the introduction of a subject together with instructions on the organisation of its teaching.

6. It is notable as regards the measures taken to assist its adoption (briefing sessions for inspectors and headmasters, publicity by means of posters and leaflets).

7. Numerous interested bodies played an important part in developing the concept and content of the model (see under *"Organisation"*).

Worthy of particular mention was the co-operation of the employment authorities. The Rheinland-Pfalz - Saarland Landesarbeitsamt (Regional Employment Office) played an important part both in the compilation of the draft curriculum itself and in the development of the syllabus for the second phase of the NIFECTT project.

In addition, the Berufsberater (careers advisors) will participate in each of the 90 regional working-parties.

A working party at the Regional Employment Office is developing appropriate study material in conjunction with the SIL.

3.3 Organisation

The immense amount of work to be done made it advisable to adopt an organisational form whereby the various tasks were distributed among separate working parties.

The allocation of the work and the necessary co-ordination at all stages of development were carried out by the project leader at the SIL in consultation with the specialist Arbeitslehre advisory board.

A diagramatic representation of the organisation and arrangements will be found on pages 11 and 12.

Curriculum development and the compilation of a syllabus for the further education and continuation training of teachers made it necessary to obtain the co-operation of numerous affected institutions.

The following institutions were actively engaged in the development

Arbeitsstelle für Lehrplanentwicklung und -koordination Bad Kreuznach	Gemeindeunfallversicherungsverband, Andernach
Bezirksregierung Rheinhessen-Pfalz, Neustadt.	Geschäftsstelle Arbeitslehre, Landau
Bezirksregierung Koblenz	Institut für Lehrerfort- und -weiterbildung (ILF), Mainz.
Bezirksregierung Trier	
Erziehungswissenschaftliches Fort- und Weiterbildungsinstitut (EFWI), Landau	Landesarbeitsamt Rheinland-Pfalz-Saarland, Saarbrücken
Erziehungswissenschaftliche, Hochschule, Abt. Landau	Ladesbildstelle, Koblenz
Erziehungswissenschaftliche Hochschule, Abt. Koblenz	Regionales Pädagogisches Zentrum (RPZ), Bad Kreuznach.

In addition, numerous institutes concerned with the development of Arbeitslehre, including some outside the Rheinland-Pfalz, were contacted at the preparatory stage.

3.4 Study material

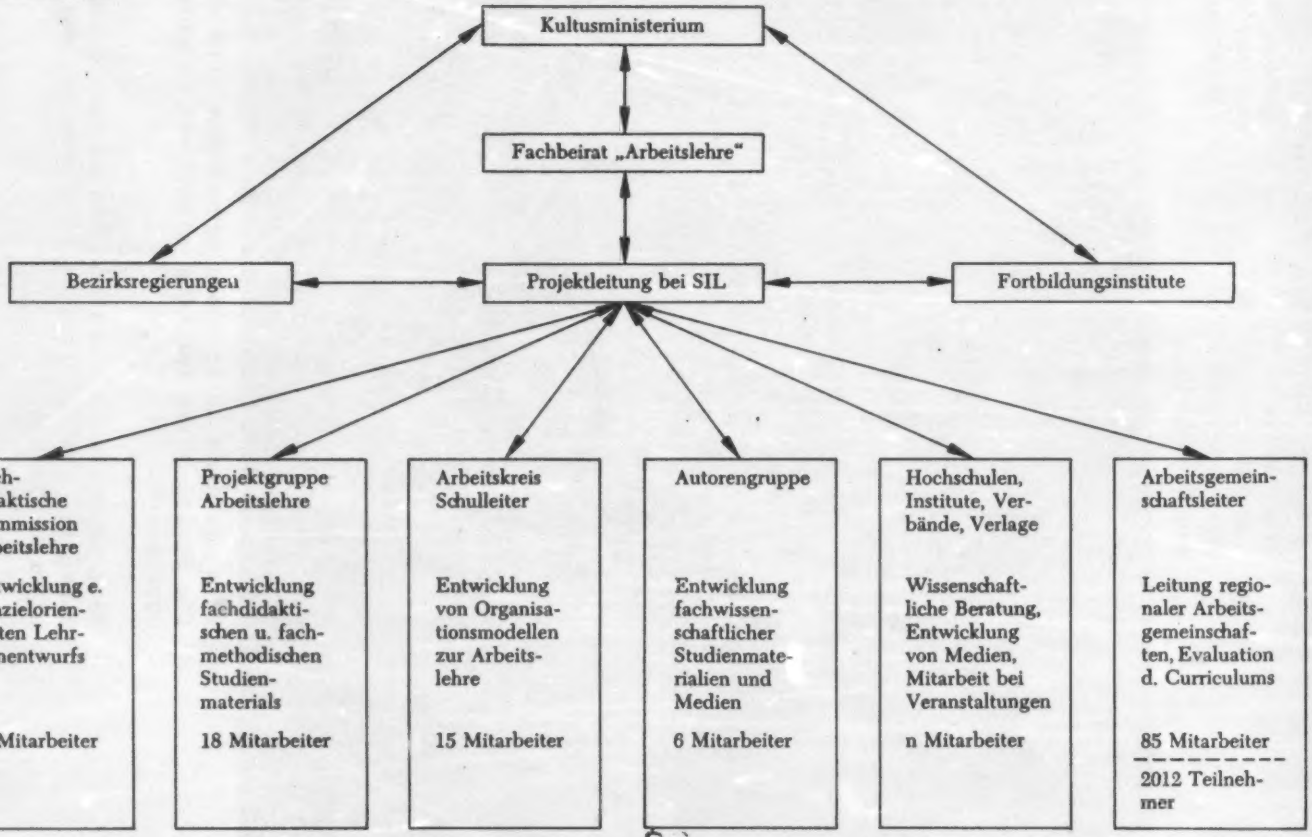
Between September 1977 and February 1978 a syllabus of the further professional training of teachers was worked out by the working parties concerned.

This syllabus is in close accordance with the Arbeitslehre für Hauptschulen learning objectives orientated draft curriculum.

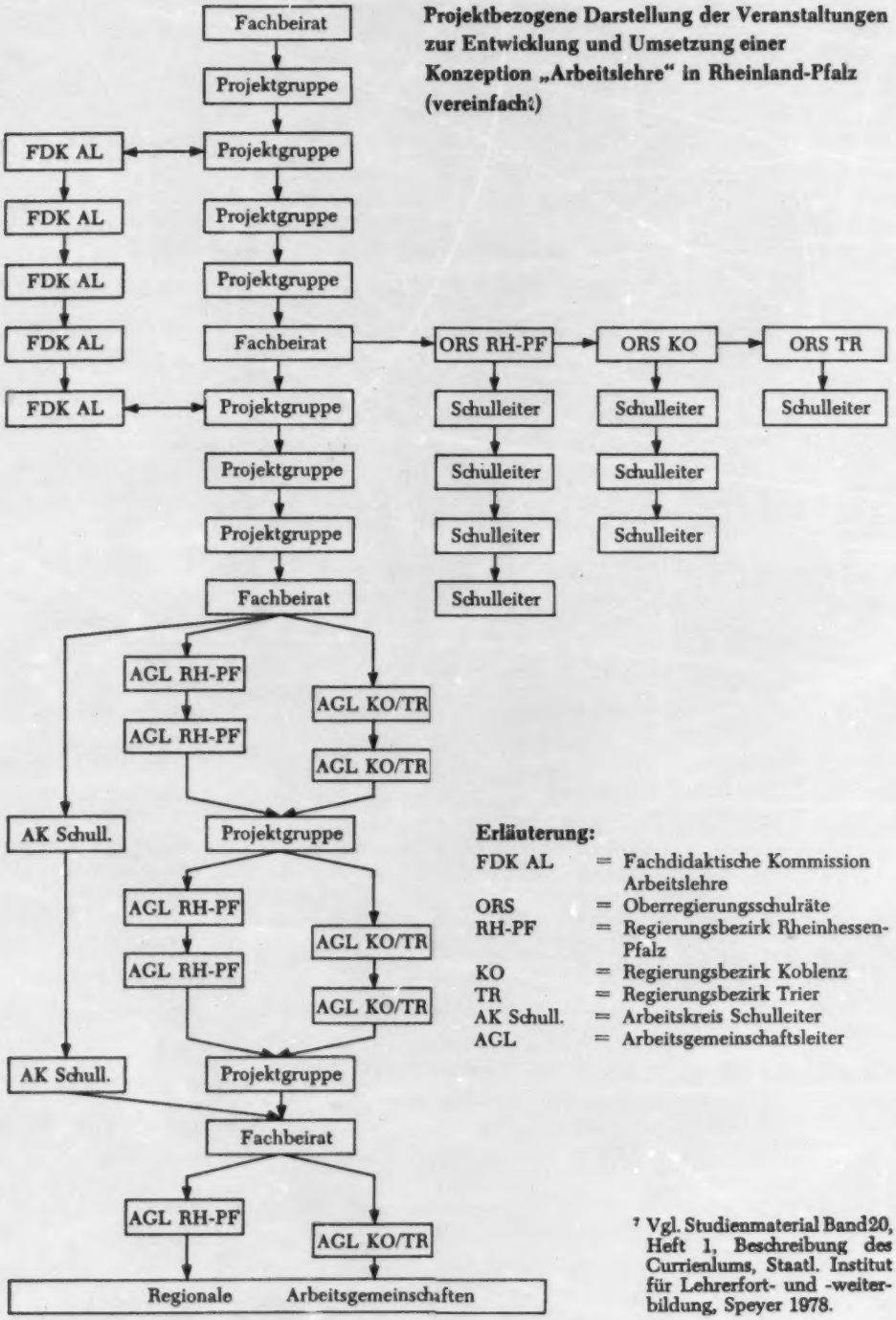
Main emphasis is placed on the various forms of co-ordinated learning, the *"subject-related"* methods and the organisation of Arbeitslehre.

SIL-Projekt
Arbeitslehre
— 2. Phase —

Projektbezogene Darstellung der Aktivitäten zur Entwicklung und Umsetzung einer Konzeption „Arbeitslehre" in Rheinland-Pfalz (vereinfacht)



Projektbezogene Darstellung der Veranstaltungen zur Entwicklung und Umsetzung einer Konzeption „Arbeitslehre" in Rheinland-Pfalz (vereinfacht)



Erläuterung:

FDK AL	=	Fachdidaktische Kommission Arbeitslehre
ORS	=	Oberregierungsschulräte
RH-PF	=	Regierungsbezirk Rheinhessen-Pfalz
KO	=	Regierungsbezirk Koblenz
TR	=	Regierungsbezirk Trier
AK Schull.	=	Arbeitskreis Schulleiter
AGL	=	Arbeitsgemeinschaftsleiter

[7] Vgl. Studienmaterial Band 20, Heft 1, Beschreibung des Currienlums, Staatl. Institut für Lehrerfort- und -weiterbildung, Speyer 1978.

The trial version of the study material (8 booklets in all) was criticised and revised by the specialist advisory board and during the training of the working-party leaders. The revised second edition can be obtained as from October 1978 (as each booklet appears) on payment of a copyright fee from the Staatliches Institut für Lehrerfort- und -weiterbildung des Landes Rheinland-Pfalz, Butenschönstr. 1, 6720 Speyer.

The material is being supplied free of charge to participants in the second phase.

Also available to the leaders of the regional working parties in addition to prepared model lessons for all Arbeitslehre subject areas, are:

- detailed conference plans;
- lesson excerpts on video-tape; and
- a collection of OHP transparencies and notes (to supplement group work and lectures)

The entire content of the material is in accordance with

1. the draft curriculum;
2. publications relating to the school experiment;
3. publications issued by the Regional Teacher Training Centre;
4. publications issued by the Curriculum Development Centre.

Thus, with the introduction of the learning objectives orientated draft curriculum and, at the same time, the commencement of further professional training facilities, co-ordinated material is available to all interested parties.

4 FUTURE DEVELOPMENTS

Arbeitslehre remains a subject for discussion. Developments in various Federal German Lander shows that this discussion will be marked in ensuing years by efforts to create a feasible concept and organisation for this subject area which is of such great importance for young people.

The search for new content, combinations of subjects and organisational forms could well be an indication of how difficult it is to implement the scheme in actual practice.

In the Rheinland-Pfalz an attempt has been, and is being made, on the basis of empirical investigation and by means of curriculum development and teacher training, to establish Arbeitslehre in schools in a firm, balanced form capable of practical implementation.

The development of the subject of Arbeitslehre has not come to an end after the drafting of a learning-objectives oriented curriculum.

The broad experimental basis does, however, provide the opportunity of coming to similarly definite conclusions, as was the case when the aids listed in the Arbeitslehre school experiment were tested.

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IV MULTI-SUBJECT TEACHING UNIT : VOCATIONAL ORIENTATION

STAATLICHES SCHULAMT STUTTGART

(Material abstracted from a longer document for a visit of a party of British educationalists on 30.3.81)

1 MOTIVATION AND CONTEXT

It is important for Hauptschuler to be given guidance as early as possible as regards the vocation they are to be trained for and/or the next school they are to attend. Within a period of approximately one-and-a-half years prior to leaving the Hauptschule they must decide:

- which vocation they are to be trained for and, therefore, in which area they are to receive basic vocational training;

  or

- in which area they wish to be given basic vocational training during the Berufsgrundbildungsjahr (basic vocational training year);

  or

- which Berufsfachschule they wish to attend for a two-year course leading to the Fachschulreife certificate and, as a result in which area their future initial career will lie;

  or

- provided they develop the necessary ability, whether they wish to avail themselves of the multilateral transfer arrangements and to to a Realschule (secondary modern school).

The more knowledgeably and intelligently the Hauptschuler can come to this independent decision:

- the more likely it is that he will later be satisfied with his vocation and/or that it will please him and that his work will be of a correspondingly high standard;
- the greater interest he will take in school work;
- the sooner he will be able to overcome difficulties as regards securing a training post.

Experience has shown that the vocational explanatory and advisory measures taken by the Bundesanstalt für Arbeit require better preparatory work in the schools. Consequently, Hauptschuler in particular should be better prepared than up till now by providing them at school with thorough preliminary vocational guidance and/or information on the various careers opportunities. This is also necessary in order to make good use of the effects it produces by providing a new motivation for learning. The directives issued by the Kultusminister (Minister of Education) in conjunction with the Ministry of Labour, Health and Social Security and the Landesarbeitsamt (Regional Employment Office) (*Education and Teaching*, p. 941, 1974), which are intended to assist the practical implementation of the outline agreement reached between the Bundesanstalt für Arbeit and the Standing Conference of Education Ministers for collaboration between schools and Berufsberatung (careers advisory service), indicate the scope of Berufsfeldorientierung (guidance on various careers areas): *"The schools impart basic knowledge of the business and industrial world in accordance with their curricula .... the careers advisory services provide the schools with teaching material and visual aids to prepare pupils for selecting their vocation."*

Berufsorientierung (vocational orientation) will in future be specially emphasized in the multi-subject curriculum unit entitled Orientierung in Berufsfeldern (orientation in various vocational fields to be implemented in Class 8. This includes discussions held in schools with the careers advisory services and thus marks the beginning of epoch-making co-operation in the organisation of education in vocational selection. Basically, each pupil has an opportunity to investigate three work situations, thus ensuring familiarity with conditions in actual practice; the second and third work situations may be replaced by a similar procedure at a vocational school. Investigation of the third work situation may be converted into a one to fourteen day training course.

The concept presented here has been agreed with the Landesarbeitsamt (Regional Employment Office) as regards both content and organisation.

Implementation of vocational guidance is governed by:

- *"Preliminary Remarks on the Work-Economy-Technology Subject Area for* Hauptschule *Classes 7 to 9"* (curriculum booklet 8/1979, pp. 257 et seq.);
- the curriculum sub-section *"Guidance on Various Careers Areas"*, one of the multi-subject curriculum units in the subject area *"work-economy-technology"* for Hauptschule Class 8 (curriculum booklet 9/1980).

The planning outline shown here includes the statutory aims and content and also provides additional recommended instructions for implementation of the scheme.

Vocational guidance normally comprises the hours devoted to the teaching of the work-economy-technology subject area over a period of eight weeks. These eight weeks - related to 30 in the whole school year - are therefore left vacant in the curricula for the subjects of technical studies and home economics/textile work as well as the subject area of economics (within the social studies/economics group.)

2 AIM

Orientierung in Berufsfeldern (orientation in vocational fields) is intended to:

- show the pupils - bearing in mind their provisional career wishes - three occupations in such a way as to enable them to obtain as far as possible an idea of the typical nature of these occupations and the corresponding career prospects;
- present the pupils with general criteria for the choice of training and/or a career;
- provide the pupils with a preliminary survey of possible careers and give them an initial insight into the necessary systematic approach (careers areas and/or spheres of activity).

3 DIVISION INTO PHASES

"Vocational orientation" incorporates discussions held in schools with the careers advisory services. Basically, investigation of three work situations is provided; the second or third may be replaced by a similar procedure at a vocational school. Investigation of the third work situation may be extended to a one to fourteen day training course.

In order to facilitate collaboration between schools and careers advisory services, between schools and firms and between Hauptschulen and vocational schools, implementation has been divided into 9 phases:

Phase 1 : (recommended number of hours : 5) : class instruction by teacher

Phase 2 : (recommended number of hours : 3) : investigation of first work situation; all pupils in the class investigate the same work situation and/or similar work situations in 2 or 3 learning groups, either

- at similar places of work at the same time

or

- in 2 or 3 learning groups in succession.

Phase 3 : (recommended number of hours : 7) :
class instruction by teacher.

Phase 4 : (recommended number of hours : 3) :
investigation of second work situation;
the class divides into 3 learning groups
and investigates 3 different employments,
participating in the work; each pupil
may choose among the 3 employments for his
investigation; the three employments should
be (one each) in the industrial-technical,
commercial and social welfare fields.

Alternatively,

corresponding procedures at vocational schools.

Phase 5 : (recommended number of hours : 6) :
class instruction by teacher.

Phase 6 : (recommended number of hours : 2)* :
first discussion in school with the Regional
Employment Office's careers advisory service.

Phase 7 : (recommended number of hours : 5) :
investigation of third work situation; wherever
possible each pupil will investigate an employ-
ment of his own choosing; groups will be formed
of pupils who express the same or similar
preferences; investigation of a work situation
may be converted into a one to fourteen day
training course; it may also, in the case of
appropriate groups of pupils, be replaced by
similar procedures at vocational schools.

Phase 8 : (recommended number of hours : 9) :
class instruction by teacher.

Phase 9 : (recommended number of hours : 2) :
second discussion with the vocational advisory
services of the employment authorities.

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*Phase 6 may also be inserted earlier - after phases 2, 3 or 4.

4 CROSS-REFERENCES RELATING TO THE CURRICULUM UNIT AS A WHOLE

The following cross-references show direct links as regards content not only between the vocational guidance unit and specialist teaching units in the work-economy-technology subject area but between it and other subjects as well. They will assist the teachers concerned to draw their pupils' attention to the various interrelationships. If it is intended to apply the curriculum units or aims in question to class 8

as well, direct provision for vocational guidance can be made by appropriate adjustment of the time schedule in the material allotment and working schemes. Further cross-references appropriate to individual aims and contents are listed in the curriculum section (Chapter 5).

5 ABSTRACTS FROM AIMS - CONTENTS - ADVISORY NOTES (CURRICULUM)

	Aims	Contents	Teaching guidelines	Media/literature
1.1	To be able to give reasons for provisional choice of career.	Listing of career choices; summarising of the reasons given by pupils into groups.	To be written down and retained for later use: a) provisional choice of career; b) reason. When evaluating the list of career choices, refer to "Do It Right", edition for Hauptschule school leavers. Summarise according to expectations, capabilities, fashionable careers, regional conditions etc.	FT 2882: "The Personnel Manager, Please" (24 min. film)
2.1	To be able to describe employment activities in a real situation based on the observation sheet.	Use of observation sheet when investigating a work situation.	Investigation to be based mainly on observations (questions should not be ruled out). Learning check: evaluation of completed observation sheets.	

/Continued .....

3.1 To be aware	Further development of observation sheet into an investigation sheet. Do not deal with expectations and capabilities yet; this is done under aim 6.1.	Use the work situation examined during the first investigation as a visual aid for the further development of the observation sheet. Start with questions which had to remain unanswered during the first investigation because it had so far been a matter of observation only. "What am I?" a humorous TV "What's My Line?" programme, may be used here.	"Do It Right" (edition for Hauptschule school-leavers). Appendix to Beruf aktuell (Current Careers)
4.1 To be able to obtain and list information and impressions relevant to careers on the basis of the investigation sheet and additional observations.	Use of the investigation sheet when investigating a work situation or in the course of a similar process at a vocational school for individual pupils.	Investigation: observation and questioning (cf. appendix 9). ⟶ Gk/Wi 8.1, aim If required, a similar procedure at a vocational school.	
5.1 To be able to collect the information and impressions obtained in a work situation in the form of a coherent report.	Evaluation of the investigation and/or similar process at the vocational school.	Work should be carried out in the investigation groups. Help should be given by the teacher especially as regards the weighting of the information and impressions obtained. ⟶ D8.1, aim 3.1	

/Cont'd .....

6.1	To appreciate viewpoints regarding expectations <u>from</u> employment and capabilities <u>for</u> it.	Analysis of selected descriptions of employments.	Work out criteria for the concept "capabilities". Discussion on the concept "expectations".	STEP for Hauptschule pupils.
7.1	To be able to obtain career-orientated information and impressions on a work situation of one's own choice on the basis of an investigation sheet and additional observations.	Independent use of the investigation sheet when investigating a work situation of one's own choice.	Investigation in small groups, possibly by one pupil alone. This is envisaged as a lengthy investigation, possibly leading to a one to 14 day training course. If necessary, a similar procedure at a vocational school.	Beruf aktuell (Current Careers) Blätter zur Berufskunde (Vocational Study Pamphlets) Berufe im Bild (Careers Illustrated) calendar.
8.1	To be able to summarise information obtained at the work situation and from the relevant descriptions of employments.	Evaluation of investigation	Work in groups of investigation was conducted on a group basis, otherwise individual work. Result: eg. summary of information in the form of key-words. D.8.1 aim 3.1.	See aim 5.2
9.1	To be aware of the training facilities in schools and firms in the area of the local employment exchange.	Evaluation of the surveys of training facilities in schools and firms provided by the careers advisory service.	Discuss examples of career choices; list training facilities available locally; point out means of arranging training.	Regional bulletin issued by the careers advisory service of the local employment exchange. LAA (Regional) Employment Office) pamphlets 6.1 - 6.2

The original of "Aims-Content-Advisory Notes (Curriculum)" : see pages 34-36

5. Ziele - Inhalte - Hinweise (Lehrplan)

Ziele	Inhalte	Hinweise zur Unterrichtsgestaltung	Medien/Literatur
1.1 [1] Gründe für den vorläufigen Berufswunsch nennen können	Aufstellung von Berufswünschen Zusammenfassung der von den Schülern genannten Gründe zu Gruppen	Niederschrift: a) vorläufiger Berufswunsch b) Begründung (aufbewahren zur späteren Verwendung) Bei der Auswertung die "Aufstellung der Berufswünsche" in Beziehung setzen zu "mach's richtig" Ausgabe für Hauptschulabgänger Zusammenfassung nach Erwartungen, Fähigkeiten, Modeberufe, regionale Bedingtheiten u.a.	FT 2882: "Den Personalchef bitte" (24 Min.) "mach's richtig" für Hauptschüler
1.2 Wichtige Gesichtspunkte zur Beobachtung und Beschreibung beruflicher Tätigkeiten kennen	Kriterien: - Ort der Tätigkeit - Aussehen des Arbeitsplatzes usw.	Film einsetzen, in dem Tätigkeiten an einem Arbeitsplatz dargestellt werden. Beobachtungsbogen auf dieser anschaulichen Grundlage erarbeiten	Filme und Diareihen zur OiB sind über die Kreis- bzw. Landesbildstellen sowie über den Landesfilmdienst und beim Deutschen Filmzentrum erhältlich (vgl. Kap. 9: Filme und Dias)
1.3 Gesichtspunkte zur Beobachtung und Beschreibung beruflicher Tätigkeiten anwenden können	Anwendung des Beobachtungsbogens zur Übung	Beispiel aus einem weiteren Film oder in Form einer beruflichen Tätigkeit, die den Schülern bekannt ist (Tankwart, Polizeibeamter, Verkäufer, Friseur o.ä.)	siehe Ziel 1.2
1.4 Wissen, wie man sich situationsgerecht während einer Erkundung verhält	Verhalten im Betrieb: - Besondere Unfallgefahren, entsprechendes Verhalten - Verhalten gegenüber den Betriebsangehörigen - Besondere Gegebenheiten des Betriebs (z.B. Hygienevorschriften in Metzgerei	Die Hinweise sollen auf die Situation in dem betreffenden Betrieb abgestellt sein.	
2.1 Auf der Grundlage des Beobachtungsbogens berufliche Tätigkeiten in einer realen Situation beschreiben können	Einsatz des Beobachtungsbogens bei der Erkundung an einem Arbeitsplatz	Erkundung, die in erster Linie auf Beobachtungen beruht (Fragen sollen nicht ausgeschlossen werden) Lernkontrolle: Auswertung der ausgefüllten Beobachtungsbogen	
3.1 Kriterien für die Berufswahl kennen	Weiterentwicklung des Beobachtungsbogens zu einem Erkundungsbogen. (Noch nicht auf Erwartungen und Fähigkeiten eingehen; dazu Ziel 6.1)	Den bei der 1. Erkundung erkundeten Beruf als anschauliches Beispiel für die Weiterentwicklung des Beobachtungsbogens verwenden. Bei Fragen ansetzen, die bei der 1. Erkundung offenbleiben mußten, weil bisher nur beobachtet wurde. Einstiegsmöglichkeit: Fernsehsendung "Was bin ich" (Heiteres Beruferaten)	"mach's richtig" (Ausgabe für Hauptschulabgänger) Anhang in "Beruf aktuell"

Ziele	Inhalte	Hinweise zur Unterrichtsgestaltung	Medien/Literatur
3.2 Gesichtspunkte zur Beobachtung, Befragung und Beschreibung bezüglich beruflicher Tätigkeiten anwenden können	Anwendung des Erkundungsbogens zur Übung. Schwerpunkt jetzt: Frage- und Interviewtechnik	Übung zur Frage- und Interviewtechnik in der Schule z.B.: Befragung des Lehrers über seinen Beruf. Hereinholen einer zu befragenden Person in die Schule (Elternteil; "Schulbäcker"...) Danach evtl. Korrektur des Erkundungsbogens; Abstimmung mit dem Deutschunterricht notwendig ⟹ D 8.1., Ziel 1.2	
3.3 Wissen, daß Berufe aufgrund ihrer Tätigkeiten in Bereiche eingeteilt werden und dies an exemplarischen Beispielen zeigen können	Tätigkeitsbereiche	Übersicht über die 12 Tätigkeitsbereiche (vgl. Anlage 3)	"mach's richtig" (Ausgabe für Hauptschulabgänger)
3.4 Wissen, daß Berufe nach Materialien bzw. Branchen in Berufsfelder eingeteilt werden und dies an exemplarischen Beispielen zeigen können	Berufsfelder in den beruflichen Schulen Besonders thematisieren: Berufe im gewerblich-technischen Bereich für Mädchen	Übersicht über die 17 Berufsfelder (vgl. Anlagen 3 und 5)	Vgl. auch Anlage 5 Tonbildschau: "Aus der Rolle fallen ..." Mädchen in gewerblich-technische Berufe (vgl. 9. Kapitel) Schrift: Gewerblich-technische Berufe für Mädchen (Hg.: Ministerium für Wirtschaft, Mittelstand und Verkehr Baden-Württ.)
3.5 Entscheidung für eine der drei Erkundungsgruppen begründen können	Zusammenstellung der Erkundungsgruppen	Entscheidung begründen lassen. Es sollte vermieden werden, daß Entscheidungen durch sachfremde Einflüsse zustande kommen (z.B. Freundschaften)	
4.1 Auf der Grundlage des Erkundungsbogens und zusätzlicher Beobachtungen berufsrelevante Informationen und Eindrücke gewinnen und notieren können	Einsatz des Erkundungsbogens bei der Erkundung an einem Arbeitsplatz oder im Rahmen einer Veranstaltung an einer beruflichen Schule für den einzelnen Schüler	Erkundung: Beobachtung und Befragung (vgl. Anlage 9) ⟹ Gk/Wi 8.1., Ziel 4 Ggf. Veranstaltung an beruflicher Schule	
5.1 An einem Arbeitsplatz gewonnene Informationen und Eindrücke in die Form eines zusammenhängenden Berichts bringen können	Auswertung der Erkundung bzw. der Veranstaltung an der beruflichen Schule	Arbeit soll in den Erkundungsgruppen geleistet werden. Hilfen des Lehrers vor allem im Hinblick auf die Gewichtung der gewonnenen Informationen und Eindrücke ⟹ D 8.1., Ziel 3.1	

Ziele	Inhalte	Hinweise zur Unterrichtsgestaltung	Medien/Literatur
5.2 Berufsbeschreibungen selbständig auswerten und mit den Ergebnissen in Zusammenhang bringen können	Bietet die Berufsbeschreibung zusätzlich Informationen? Sind in der Berufsbeschreibung verschiedene Tätigkeiten in diesem Beruf in allgemeineren Begriffen zusammengefaßt? Zuordnung von Unter- und Oberbegriff (z.B.: Ölwechsel b. Auto; Wartung)	Vergleich der gewonnenen Informationen und Eindrücke über den erkundeten Beruf mit einer Beschreibung dieses Berufs in einer berufskundlichen Schrift (Gruppenarbeit). Evtl. Analyse von Beschreibungen anderer (nicht erkundeter)Berufe in den berufskundlichen Schriften	"mach's richtig" Kalender "Berufe im Bild" "Beruf aktuell" "Blätter zur Berufskunde" (Diese können durch Bestellkarte, die in "Beruf aktuell" beiliegt, angefordert werden.)
5.3 Informationen über Berufe richtig und in der angemessenen Form an Mitschüler weitergeben können	Auswertung der Gruppenarbeit	Referate über Berufe bzw. über Tätigkeiten in Berufen. "Angemessene Form" könnte bedeuten, daß die Darstellungen nach Kriterien für die Berufswahl gegliedert sind. ⟹ D 8.1., Ziel 1.1	
6.1 [1] Gesichtspunkte zu den Erwartungen an den Beruf und Fähigkeiten für den Beruf kennen	Analyse ausgewählter Berufsbeschreibungen	Kriterien für den Begriff "Fähigkeiten" erarbeiten Diskussion über den Begriff "Erwartungen"	STEP für Hauptschüler
6.2 [1] Zusammenhänge zwischen den Arbeitsplätzen, die erkundet werden können, und regionalen Faktoren kennen	Analyse der von der Berufsberatung zur Verfügung gestellten Liste von zu erkundenden Arbeitsplätzen	Problematik aufzeigen an Arbeitsplätzen, die örtlich nicht erkundet werden können (einseitige Wirtschaftsstruktur)	"mach's richtig" (Ausgabe für Hauptschulabgänger) Regionalschrift der örtlichen Berufsberatung
6.3 [1] Entscheidung hinsichtlich der zu erkundenden Berufe aufgrund von Erwartungen und Fähigkeiten gewichten und begründen können	Erwartungen und Fähigkeiten in ihrer Beziehung zur Ausbildungs- und Berufsalternative	Beispiele im Klassenverband erarbeiten, danach Gruppen- oder Einzelarbeit Erwartung an die Erkundung schriftlich formulieren lassen (vgl. Ziel 8.3)	"mach's richtig" (Ausgabe für Hauptschulabgänger) LAA-Folie 8.1-8.6
7.1 Auf der Grundlage eines Erkundungsbogens und zusätzlicher Beobachtungen berufsrelevante Informationen und Eindrücke an einem selbst gewählten Arbeitsplatz gewinnen können	Selbständiger Einsatz des Erkundungsbogens bei der Erkundung an dem selbst gewählten Arbeitsplatz	Erkundung in Kleingruppen, evtl. auch ein Schüler allein. Es ist an eine längere Erkundung gedacht, die zu einem eintägigen bis zweiwöchigen Praktikum ausgebaut werden kann. Ggf. Veranstaltung an beruflicher Schule	"Beruf aktuell" "Blätter zur Berufskunde" Kalender "Berufe im Bild"
8.1 Die an dem Arbeitsplatz und aus entsprechenden Berufsbeschreibungen gewonnenen Informationen in einen Zusammenhang bringen können	Auswertung der Erkundung	Arbeit in Gruppen, wenn Erkundung als Gruppe vorgenommen wurde. Sonst Einzelarbeit Ergebnis: z.B. stichwortartige Zusammenstellung der Informationen ⟹ D 8.1., Ziel 3.1	siehe Ziel 5.2

1) Die 6. Phase kann auch zu einem früheren Zeitpunkt - nach Phase 2, 3 oder 4 - eingeschoben werden.

Ziele	Inhalte	Hinweise zur Unterrichtsgestaltung	Medien/Literatur
8.2 Erkenntnisse aus der Erkundung mit den Erwartungen vergleichen können	Vergleich der Ergebnisse der Erkundung mit den in Phase 6 formulierten Erwartungen	vgl. dazu auch Ziel 7.1	
8.3 Die bei der Erkundung gewonnenen Erkenntnisse auf ihre Erwartungen und Fähigkeiten beziehen können	Klärung des eigenen Standortes Versuch einer selbstkritischen Einschätzung der beruflichen Wertorientierung (vgl. Anlage 4)	Der Schüler sollte Anforderungen, die Berufe stellen, als Gesichtspunkte zur Prüfung seiner Erwartungen und Fähigkeiten anwenden. Im Zusammenhang mit diesem Ziel sollte Rücksicht auf die Intimsphäre der Schüler genommen werden	siehe Ziel 6.2 STEP für Hauptschüler
8.4 Technische, ökonomische und gesellschaftliche Faktoren kennen, die die Berufswahl beeinflussen	Verknüpfung mit Inhalten anderer Lehrplaneinheiten des AWT-Bereichs z.B. ⟹ Gk/Wl 8.1, 8.2 f. LPE "Arbeitsteilung - Automation" ⟹ Gk/Wl 9.1, 9.2 Herausstellung u.a. folgender Gesichtspunkte: - Grenzen der Berufswahl (vgl. auch Ziel 6.2) - Die Entscheidung über die Vergabe einer Ausbildungsstelle liegt beim Betrieb ⟹ Gk/Wl 9.2, Ziel 1 - Zunehmende Bedeutung einer qualifizierten Berufsausbildung für Mädchen (auch: Mädchen sollen nicht nur traditionelle "Mädchenberufe", sondern auch gewerblich-technische Berufe ergreifen.) ⟹ für LPE "Arbeitsteilung - Automation", Ziel H 2	Die inhaltliche Verknüpfung richtet sich danach, welche der anderen Lehrplaneinheiten vorher, zeitgleich oder später behandelt werden Die Grenzen der Berufswahl an einer Fallstudie oder einem Fallbeispiel aufzeigen	"mach's richtig" (Ausgabe für Hauptschulabgänger)
8.5 Die nach dem Hauptschulbesuch möglichen Richtungen der weiteren Bildungsgänge kennen	- Multilaterale Versetzungsordnung - Möglichkeiten des Übergangs zu zweijährigen Berufsfachschulen - andere Möglichkeiten	- Einsatz von "mach's richtig" (Ausgabe für Hauptschulabgänger) - Örtliche Möglichkeiten im beruflichen Schulwesen berücksichtigen	"mach's richtig" (Ausgabe für Hauptschulabgänger)
8.6 Ausbildungsgänge in der beruflichen Bildung in Baden-Württemberg kennen	Überblick über die beruflichen Bildungsgänge	Schaubild einsetzen ⟹ Gk/Wl 9.2	"mach's richtig" (Ausgabe für Hauptschulabgänger) Materialien aus Veranstaltungen der Kontaktkreise Hauptschule/berufliche Schulen

Ziele	Inhalte	Hinweise zur Unterrichtsgestaltung	Medien/Literatur
			Weitere Materialien erhältlich beim Ministerium für Kultus und Sport, Öffentlichkeitsreferat, Postfach 480, 7000 Stuttgart 1: -"Journal Berufliche Bildung" (auch als Klassensatz) -"Berufliche Schulen Baden-Württemberg - die Bildungsangebote und Anschriften der Schulen"
9.1 Ausbildungsplatzangebot betrieblicher und schulischer Art im Arbeitsamtsbezirk kennen	Auswertung der von der Berufsberatung zur Verfügung gestellten Übersichten über Ausbildungsmöglichkeiten betrieblicher und schulischer Art	Beispielhaft auf Berufswünsche eingehen; Ausbildungsmöglichkeiten im Bezirk aufzeigen; auf Vermittlungsausgleich hinweisen	Regionalschrift der Berufsberatung des örtlichen Arbeitsamts LAA - Folie 6.1 - 6.2
9.2 Notwendigkeit der alternativen Berufswegplanung kennen	Berücksichtigung von vergleichbaren Ausbildungsgängen bei der Berufswahl; beispielhaft aufzeigen, wie auch auf Umwegen das ursprüngliche Berufsziel erreicht werden kann; Alternativen zu den traditionellen Mädchenberufen darstellen	Einzelne Beispiele herausgreifen und Alternativen an Hand bestehender Tätigkeitsbereiche entwickeln	"Beruf aktuell" Beiheft zu "mach's richtig" LAA - Folie 2.1 - 2.7
9.3 Konkrete Hilfen der Berufsberatung bei unterschiedlicher Problemstellung kennen	Exemplarische Darstellung: Beratung nach Vereinbarung, Informations-, Entscheidungs- und Realisierungshilfen Fachdienste des Arbeitsamts	Hinweise auf rechtzeitige Anmeldung, Elternbrief Karte zur Anmeldung bei der Berufsberatung	

V ARBEITSLEHRE IN BADEN-WÜRTTEMBERG AND BERLIN

This is an extract from a report which is Number 2 in this series of papers.[1] *It is based on a group study-tour in the Federal Republic of Germany in April 1981 and was largely drafted by John Perry then of the English Martyrs School, Leicester. It is based on visits to two schemes in operation in Berlin and Stuttgart, and discussions with officers of the Ludwigshafen Arbeitsamt (Ludwigshafen Office of Bundesanstalt für Arbeit) concerning the scheme in Rheinland-Pfalz.*

ORIENTATION PHASE

In both schemes visited the orientation phase began in the seventh grade and was allocated five hours a week. In the Baden-Württemberg scheme, known locally as Arbeit-Wirtschaft-Technik - AWT - (Work, Economy and Technology), the orientation phase covers technical studies, domestic and social care, and commercial economics and is designed for the lower half of the overall ability range of the age group. Technical studies is a mainly practical course designed to familiarise students with materials and other aspects of manufacturing industry. Domestic and social care includes practical elements of home management and some study of the social and caring services of society. Economy includes finance, budgeting and consumer affairs, law and civics at a level suitable to the pupils' understanding. Pupils follow all three courses in the seventh and eighth grades, but in the ninth grade they take economics and only one of the other two. The choice is meant to reflect their prevailing occupational interest and, not surprisingly perhaps, the groups tend to be almost entirely single sex. It seems that a pupil would need to be extremely well motivated and courageous to cross the sex-stereotyping boundary.

The major problem with the Baden-Württemberg scheme which was identified by both teachers and the Land's curriculum development unit - Landesstelle für Erziehung und Unterricht - LEU - was the lack of industrial background of the teachers and the single subject specialisation of their own initial training. As a result it is not possible for a teacher to teach to the required standard across the whole range of AWT.

In part, the problems of co-ordination this raises are dealt with by regular departmental meetings, whilst the problem of the lack of preparedness in initial training is overcome slightly by the availability since 1975 of teachers trained to teach the AWT but, more importantly, through an in-service training programme of a residential two-day course for each teacher every year. The LEU has the further aim of releasing

every teacher every year. The LEU has the further aim of releasing every teacher for six months every five years. In addition every Hauptschule (Secondary Modern School) and Berufsschule (Vocational College) teacher visits each other's institution at least five times a year.

This considerable commitment of resources to train the 1,400 Hauptschule and 600 Berufsschule teachers is complemented by a further provision for each school to have someone with timetable relief to act as a contact for industry and parents. The support services of the LEU include thirty inspectors/ advisers and a budget for 1981 of 100,000 DM for the development of materials and 500,000 DM for special projects. The scale of the Land's commitment of resources meant that there had been few problems when schools were initially persuaded to develop AWT. Nor are there problems for the continuation of AWT caused by lack of esteem for the course by teachers and pupils. Indeed both the LEU and the teachers reported that AWT enhanced their career prospects.

The positive attitudes of both the schools and the Land towards Arbeitslehre was equally in evidence in the Berlin Gesamtschule (Comprehensive School) visited where the programme was even more deeply embedded in the overall curriculum. In Berlin the programme is compulsory in the seventh and eighth grades and optional in the ninth and tenth, and is taught in mixed ability groups across the ability range. However, the ability range is not fully comprehensive in that the Gesamtschule attracts only about a quarter of the students in the top twenty per cent of the overall ability range: the remainder of whom are still educated in the Gymnasium (Grammar School). Furthermore, those pupils who aim to gain an Abitur (University Qualifying Certificate) from the Gymnasium after the age of sixteen have to drop the subject at the end of the eighth grade in favour of studying a second foreign language. In general the course catered largely for the Hauptschule and Realschule (Technical School) ability ranges and only partly for that of the Gymnasium.

The compulsory first year includes modules of cookery and nutrition, dressmaking, electronics and mechanical technology, which are followed as options within the programme in the eighth grade. Alongside this optional element is a compulsory core of typewriting, office, practice, technical drawing, economics and commerce and consumer affairs. In the final two years the specialised study of these components is fully integrated with education in life and social skills, careers counselling, and industrial visits and work experience organised in co-operation with Berufsinformationszentrum - BIZ - (Vocational Information Centre).

The most striking aspect of the Berlin Arbeitslehre lies not in its content but in the total integration of the varied elements in the actual classroom process. For example, the group observed a ninth grade woodwork class. The students had to produce a portable technical drawing board. They began by costing the project along commercial lines, working from industrial design patterns. They then had to divide themselves

into a production team to evolve the most efficient way of manufacturing the project to a very high standard of finish. At each stage the students had the advice of a Meister (Master Craftsman)[2] working alongside the teacher, who in turn drew out the theoretical aspects.

In addition the students also had direct access to social workers who are part of the staff of the school and who also teach a course in citizenship. Similarly, at each stage the pupils were able to refer to a large careers resource unit in the vocational counsellor's office which is in the same area of the school in which Arbeitslehre is taught. When the counsellor is not in school the students can either make an appointment for the next visit or they have direct access to the BIZ.

The success of the Berlin scheme seemed to rely to a far greater extent than in Stuttgart on the resources of the school. Although the external support systems in Berlin were on a much smaller scale than in Baden-Württemberg, because of the local political commitment to comprehensive education the Berlin Gesamtschule was equipped with first-class workshops, a fine library, a magnificent audio-visual centre and a custom-built and well resourced departmental base for Arbeitslehre.

Much of the responsibility for the school's industrial links appear to fall upon the Head of Department. He is clearly strongly supported by the BIZ and his own Meisters, but there was regret at the lack of initial and in-service training in Arbeitslehre and the lack of direct industrial experience. Also, although social workers are part of the school staff there are tensions between them and the better paid teaching staff. Nevertheless they are recognised as being essential in linking home, school and placement for students from a deprived or problem background.

The fundamental strength of the Berlin experience lies in the broad range of final specialist options, from plastics to computers, integrated closely with academic teaching, vocational orientation and work experience, the teaching of life and social skills and vocational counselling.

WORK-TASTING PHASE

Within the AWT or Arbeitslehre programme is the opportunity for students to take part in two work visits and later in a practical placement affording a short period of work experience. The work visits are intended to be of general interest rather than specifically vocational. For example, a class of thirty or more may visit a mechanical engineering firm but only a proportion of those pupils would be interested in engineering as a career. The practical placements, however, do where possible reflect the vocational interest of the student and range from a half day to three weeks in duration. The class visits may last less than one hour and if sufficient

industrial or commercial concerns are not accessible then vocational training schools are used instead. As with practical placements the visits are initiated and controlled by the BIZ or Arbeitsamt.

With regard to the practical placements it is interesting to note two comparisons with work experience schemes as practised in England. On the whole the policy of most English school-based work experience has been to emphasize the educational and, to a lesser extent, the motivational and vocational objectives of such schemes. The Department of Education and Science Circular concerning work experience provides the official English view that the principle which should underlie any work experience scheme is that pupils should be given an insight into the role of work, its disciplines and relationships. This has generally been interpreted to mean that the young person needs to be placed in a real working situation to experience at first hand the full flavour of such an environment.

The nature of the system in the Federal Republic, with its more extended phase of entry to employment, has in some cases given rise to an additional objective for the practical placement experience, namely an experience of training. This appears to mean, for example, that in larger firms, whereas commercial placements can take place in an actual work setting, industrial placements may well be located in a training workshop environment with little or no contact with the real work task. Smaller concerns, however, do locate young people on placements as near to the actual job task as possible, although legislation and safety concerns provide similar barriers to a 'real' experience as they do in England.

Legal constraints was a reason quoted by one Meister, with training workshop responsibility, for the lack of real contact with the working environment. The Meister further commented that such shop floor contact would not be feasible if, for example, it required the young person to spend more time standing on two feet than he or she was used to. *"These young people"* he added *"need to sit down more often"*; a comment which might well be used in the English context as a reason to include work experience so as to promote a greater awareness of the demands of employment.

It is interesting to note that in the same company, but at management level, a complaint was voiced regarding the vocational information students receive (in this case specifically on mechanical engineering) and that the students were not made aware of the more arduous tasks and the less pleasant but very necessary functional details of the job. It is tempting to suggest that with regard to practical placements this is an 'arrangement' with which the company seem willing to collaborate.

A second comparison is the degree to which such placements are linked to the recruitment and selection process for the company concerned. For employers who can regularly expect

five times as many applications as they have vacancies in any one year there may be less need for *'talent-spotting'*. Companies in less favoured or more competitive situations appear to make more use of the practical placements for their own particular recruitment needs. This was explicitly stated at one firm where employment preference is given to students who have undergone successful placements at the company, and who have shown themselves to be of an acceptable standard. From an individual perspective this practice is probably most beneficial for Sonderschule (Special School)[3] pupils who are able to demonstrate their aptitudes and practical abilities in a very real manner and thereby avoid or reduce the problems associated with written selection tests.

One result of giving preferential treatment to pupils who have had placements is that it does limit the number of schools providing new recruits to the company, but does allow and encourage the formation of informal links between these schools and the company. The links are informal in the sense that the Arbeitsamt is not involved and in that firms do not appear to be officially encouraged to establish formal links. It is as a result of such contact that some schools have responded to comments from employers regarding the standards achieved by school-leavers, and have been prompted to include special mathematical work in the final school year.

The evidence for links between practical placement used as an employer's pre-selection device and its location in a training rather than work-place setting may be somewhat tenuous to pursue. However, one could well envisage a situation whereby an employer keen to check out the quality of possible recruits would wish to do so in an environment which would be, at least in the short term, the main location for work tasks. Likewise with the majority of people leaving secondary school and moving into in-house vocational training and at the same time attending a vocational school on a part-time basis then the individual's need for a wider interpretation of *'work experience'* becomes apparent. In this context it should be appreciated that in some large industrial concerns the total apprentice training period of up to three years may take place in training workshops accommodation with little direct contact with the main labour force or real work task.

CHOOSING AN OCCUPATION

The role of the school in this phase is considerable, but details have been excluded from this extract. For further details see number 2 of this series of papers. (See Note 1)

CONCLUSION

The Arbeitslehre provides the major school initiative in the formal vocational guidance area. However, it is effectively

confined to the Hauptschule and the Gesamtschule. The Länder have the authority to intorudce it in the Realschule and the Gymnasium but problems ranging from weightier academic traditions to teacher training have proved a resistance to innovation. Where the programme is developed the interpretation of its aims are probably as varied as the number of actual programmes. However, in the programmes encountered by the visiting party the attitude of all the young people encountered did suggest an approach based on responding to individual needs.

The Arbeitslehre experience proved that many of the anxieties to be found in Britain with regard to the maintenance of academic rigour and professional expertise can be satisfied in an integrated course of vocational orientation. Such a course can be complementary to the work of the school as a whole and, it is claimed, improve the motivation of students in mathematics and other discrete subject areas. Crucial to the co-ordination of what had been discrete areas of the curriculum is the provision of resources and support services by the Land and the central authorities. There is a chain of acceptance from teachers to employers, to unions, to education authorities, which leads from the initial decision to properly plan and resource this crucial programme of preparing young people to enter the dual system of vocational education and training. Without that act of political will it seems unlikely that such diverse interests could be effectively integrated and successful results be achieved by the school system.

NOTES :

1 Clarke, D. & Russell, R. "Vocational Counselling and Guidance in the Federal Republic of Germany", *Studies in Vocational Education and Training in the Federal Republic of Germany*, No.2, October 1981, ISSN 0261 6858 ISBN 0-907659-05-5.

2 The Meister status in the Federal Republic of Germany has a specific recognition, training and examination. Only after successful completion of craftsman examinations, and work experience can a person then enter the Meister training. Only qualified Meisters may practise certain trades or be employers, or take or supervise apprentices. The Meister training includes some basic pedagogic or teacher training. See also: Flower, F. & Russell, R. "The Industrial Tutor in the Federal Republic of Germany" *Studies in Vocational Education and Training in the Federal Republic of Germany*, No.4, Sept 1982, ISSN 0261 6858 ISBN 0-907659-08-X.

3 The system of special school provision has expanded in the Federal Republic of Germany considerably in the last decade. There is now a debate in the system concerning the dangers of separate provision and that an expanded system can be used as a sort of dumping ground for difficult but able children. This is made clear in some of the works of Laszlo and Kloas of the Bundesinstitut für Berufsbildung - BIBB - (Federal Institute for Vocational Training). See also:

Kloas, Peter Werner and Stenger, Hast. *Berufschüler ohne Berufschance? Eine Analyse zu den Berufsstartproblemen, der Socialen Herkunft und den Massnahmen der Beruflichen Integration Lernbehinderter und Lerngestörter Jugelicher.* (Schriften zur Berufsbildungsforschung, Band 60). Hannover, Schroedel for BIBB, 1980. ISBN : 3-507-91869-2.

Laszlo, Alex & Kloas, Peter Werner. *Vocational Training Measures for Juveniles with Learning Impairments.* Berlin, BIBB, 1980. Available for reference in Coombe Lodge Library.

VI THE NEW SCHOOL SUBJECT

by Stephen Castles and Wiebke Wüstenberg[1]

The general introduction of the subject Arbeitslehre in all Hauptschulen (Secondary Modern Schools) was first recommended by the German Committee for the Educational System in 1964.[2] Its aim was to ease the transition from school to work, by giving pupils a basic understanding of the rationalisation and technology of modern working life. A combination of practical work in school workshops, visits to factories and explanations by teachers was to provide *'pre-occupational basic training'*. School was to become the first stage of vocational training. This plan did not suit the employers at all - they saw a threat to their monopoly of vocational training for manual workers, and feared that they would have no control over this new *'basic training'*. In addition, they were worried that workers might become *'over-skilled'*, which would lead to low job-satisfaction. The employers protested against the proposal and set up working groups with the aim of influencing teaching and educational planning.[3]

The employers got their way: the plans for the introduction of Arbeitslehre passed by the Kultusministerkonferenz - KMK - in 1969 left out all reference to *'pre-occupational basic training'*. Instead, the tasks of the new subject were to be: first, to provide a general orientation to the economic and working world; second, to teach a positive attitude towards work; and third, to help with the hoice of an occupation. There was a clear emphasis on the creation of personal characteristics and behaviour patterns necessary for mobile, well-adapted workers:

> The choice of subject-matter to be used should be made mainly according to the criterion that it should allow young people to develop and practise fundamental working qualities, like concentration, adaptability, co-operativeness, thinking economically, acting according to a plan. The learning of fundamental work qualities has priority over the development of specific work capabilities.[4]

These aims were taken over in the plans made for Arbeitslehre by the educational authorities of the various Lander:

> Training in tenacity of purpose, reliability, endurance, conscientiousness, exactness and cleanliness, but also readiness to give information, adaptability, acting according to a plan, ability to work in a team. (Baden-Württemberg)

> Getting used to working exactly, responsible treatment of machines and tools, training in economic use of working time. (Bayern)[5]
>
> Preparation of pupils for the modern working world, which requires an adaptable, independent skilled worker with general technical intelligence and great adaptability; learning to judge the contribution of each employee towards the development of the whole factory, in particular with regard to responsibility, ability and the personal involvement which is daily required. (Hamburg)[6]

These objectives are concerned mainly with the second task mentioned above for Arbeitslehre : Learning a positive attitude towards work. But the *'general orientation to the economic and working world'* and *'helping with the choice of an occupation'* were also concerned with attitude and behaviour patterns useful to employers. In order to prepare pupils for adaptation to their future job, they were to be given an idea of the complexity of the economy and to be informed about possible occupations. This did not, of course, mean learning about the history of capitalism and the inherent contradiction between the owners of the means of production and the wage workers. The industrial system was to be described in terms of technical efficiency, rational organisation and inter-dependence between workers and employers, following the prevailing ideology of *'social partnership'*. Suggested teaching topics were: *'the structure of a large corporation'*, *'individual firm - national economy - world economy'*, *'the economic importance of savings - from saving to property'*, *'the role of the social partners in society'*. It was suggested that the employer should be portrayed as being *'dependent on the consumers'* as all production has the final aim of satisfying the needs of the private households. Pupils were to be helped in making a *'sensible choice'* of occupation: in other words, they were to be disabused of the idea that they would be able to do what they wanted and persuaded to take up an occupation for which industry had a use.[7]

Exactly how these basic aims of the new subject were to be translated into school lessons was not laid down by the KMK in 1969. They vaguely mentioned the importance of learning through using tools and machines, drawings and tables, and suggested topics like structure of a factory, rationalisation, automation, hierarchy in a factory, competition, interest groups, legal problems, working hours. Since neither the teachers nor the school structures were prepared for the new subject, a considerable number of research programmes were set up in the various states to work out exact teaching plans for Arbeitslehre. The results of these programmes varied very widely, both in the political intention of the suggested teaching plans, and in the methods to be used. Some of the research programmes led to official, general guidelines (or curricula) for Arbeitslehre in the various Länder; others were published in the form of projects, either as books or audio-visual teaching kits, which could be used at the

discretion of teachers. It is impossible to go into detail here on the great variety of Arbeitslehre methods now in use, but we will try to show some important features.

It should be noted that although the subject has been introduced in all parts of the Federal Republic, it is in fact confined to secondary modern schools and to comprehensive schools. In the latter Arbeitslehre is often a voluntary option as an alternative to learning a second foreign language, which means that it is done more by working-class than middle-class children. In grammar schools the subject is not taught. The age-group concerned is generally thirteen to sixteen year olds. Arbeitslehre is rarely taught using traditional classroom methods. Most common is the project-teaching approach, in which a class or group sets itself the task of making a certain product or of investigating a certain phenomenon, and then carries out over a long period all the theoretical and practical tasks needed to achieve this aim. A typical project might combine practical work in school workshops with theoretical instruction on the scientific principles involved, and be rounded off by a visit to a factory where similar work is done on an industrial scale. Some attempts have been made to combine such projects with the work-experience schemes which exist in all states, but this has proved difficult: although virtually all secondary modern school children do a three to four week Betriebspraktikum (ie. work in a factory or office), usually during the last year of school; exactly what work is done depends mainly on what is available in the area concerned, and to some extent on the wishes of the child. It is virtually impossible to ensure that all children in a class do jobs which relate to the Arbeitslehre projects.

The aims and methods of the projects vary widely. Roughly, the projects may be divided into three main categories, which we shall look at briefly in turn.[8]

ELEMENTARY TECHNICAL TRAINING

It is important to realise that most of the teachers entrusted with teaching the new subject of Arbeitslehre were trained as teachers of woodwork, handicrafts or domestic science. They lacked the knowledge necessary for the integration of productive work, and technological and socio-economic instruction, which is the real basis of polytechnic education. Such teachers tended to use projects aimed at making pupils understand technical systems, but excluded most questions of changing production technology and the accompanying social and economic problems. A typical example is a project on internal combustion engines, which aims to give pupils *'a basic understanding of the relationships of the mechanical movement-processes as well as of the electrical and chemical-physical process in a vehicle motor'*.[9] The programme for the project is as follows:

> Dismantling of a moped motor; analysis of the movement-processes; analysis of the gas-exchange-processes; reading standard values in prospectuses.
>
> Additional tasks: measurement and calculation of standard values; making a working model; information on piston-engines. Extension: Getting information on fuel mixtures at a service station; visit to a moped sales firm; visit to a moped factory; dismantling and analysing other vehicle parts, driving instruction.[10]

Using a moped motor as teaching matter is a plausible way of raising pupil motivation, for it relates to the interests of this age-group. The merit of the project is that it sets out to demonstrate scientific principles through an object of daily use. But the perspective of the course is merely that of the consumer - it does nothing to show the methods and conditions of production. Both the relevance of natural science and technology for human social life, and problems of the social relationships of production play no part. Technical processes are shown as objective results of scientific laws and not as products of specific historical structures.

This type of purely technical project has declined in recent years. Official guidelines for Arbeitslehre increasingly emphasise economic and political aspects, and newer projects correspond with this policy.[11] One reason for this is no doubt that in the meantime special courses for teachers of Arbeitslehre have been set up at many training colleges and universities. Another reason is probably that the increasing unemployment caused by technological change makes it impossible to deal with technical processes as if they had no effect on workers and society.

TECHNOLOGY AND INDUSTRIAL MANAGEMENT

This type of project is concerned with the technology of the production process, and the way in which this changes, as well as with problems of organising a factory and selling its products. In a typical project the pupils start by developing a small-scale method of producing pottery in the school workshop. They then visit a brick works and a porcelain factory. Before the visits the pupils are asked to voice their expectations with regard to methods of production, degree of mechanisation, structure of the labour force, etc. The teacher informs them about the products and about marketing problems, as well as on production technology and automation. In the factory the pupils learn the importance of research and development and production planning, and they see the complicated structure of the commercial side of the firm (cost and price calculation, advertising, market research).[12]

> The pupils learn that the use of new machines and automatically controlled devices eliminates jobs, but that on the other hand increasing production

> requires new activities, above all in the sectors: purchasing, and planning and design.[13]

The pupils' interest in automation is aroused by the visits, so that the next phase of the project is to make simple electronic control devices in the school workshop. These are then used to control the school pottery oven. The pupils thus learn to introduce automation themselves.

The obvious purpose of this type of project is to give young people a positive attitude towards automation. They learn to see automation through the employers' eyes - purely in terms of technological rationality and reduced costs. Devising automatic control mechanisms by themselves, they learn to identify with the engineers who rationalise production, rather than with the workers who become redundant. This is a very inappropriate perspective, in that most of them are far more likely to become unskilled workers than engineers. The project makes no provision for pupils to talk to workers when they visit factories, or to investigate the social results of automation. Such projects propagate a technocratic ideology: technological change is an inescapable objective necessity, workers must accept this and adapt to it through personal mobility and flexibility. The rationality of decision-making by management in the industrial firm is not questioned, for all questions relating to the development of the whole economy and the social situation of the workers are excluded. This technocratic ideology is shown clearly in the assessment of automation in another project:

> Automation continues to advance in our economy. It changes the living and working conditions of our time, through making possible new products which raise the standard of living for many people; through reducing working hours, costs and prices; and through replacing manual work by machine work, which means transferring labour from the production sector to the planning and administrative sector.[14]

This technocratic type of project is by far the most common in Arbeitslehre and Polytechnik courses in schools in FRG.[15]

ECONOMIC, SOCIAL AND POLITICAL EDUCATION

Various attempts have been made - particularly in Berlin, Bremen and Hessen - to develop Arbeitslehre models which can give working-class children a critical understanding of their future position in the occupational world, and of the effects which technological change is likely to have on their lives. The starting point for such models is the contradiction between the increasing feeling of helplessness and dependence experienced by working people in the face of large technically rationalised production and administrative units, and the potential for increased personal autonomy implicit in improved means of production. There are *'tensions'* between economic growth and

rationality, and humanisation of working conditions; increase in self-determination and co-determination and the general improvement of the quality of life. A teachers' guide published by the Kultusministerium von Hessen describes the task of Arbeitslehre as follows:

> It has the task of preparing young people for life in the world of work. That includes making them capable of reacting productively to its contradictions through critical examination aimed at a qualitative improvement. The precondition for this is that economic processes and their interlocking with social and political relationships must be made transparent for young people.[16]

Technical processes, technological developments, economic organisation and social change are all analysed in relation to the effect on the worker's job, and, since work has the purpose of satisfying material and mental needs, in relation to effects on family, recreation and public affairs. Understood in this way, Arbeitslehre becomes a combination of economics, technology and socio-ecology (the latter meaning the study of the effects of economic and technological processes on human living conditions). Teaching future workers to understand production and society, so that they can change prevailing conditions, obviously implies that the educational process is expressly designed to serve the emanicipation of the workers. Certain proposals for Arbeitslehre actually state this as their aim.[17]

All this sounds very like the marxist theory of polytechnic education, and curiously out of place in official publications of an Education Ministry in FRG. Why should the authorities of a capitalist state suddenly have an interest in politically aware workers? Or could it be that this stated intention is ideological window-dressing, and that the real content of the projects in the schools have different aims? These questions could only be answered by an analysis of the projects actually based on these progressive guiding lines, and of the subject matter actually taught in the schools. All we can do here is give a few pointers.

The basic problem is how an abstract political aim, however progressive, is to be translated into the reality of everyday school life, where Arbeitslehre is merely one subject among others? It is easy to show children how a technical process works, in experimental form at school and in reality by visiting a factory, but how can children experience a social conflict situation between labour and capital? Various solutions have been suggested. As an example, we describe briefly the *'Berlin concept'* a project worked out by educationalists in Berlin which has done much to shape the new subject in the schools of that city.[18]

The general *'emancipatory'* aims are to be achieved through projects which represent the working world in the form of models. A project has four phases: decision (as to what to

do), planning, execution and control. The contents of these phases are decided upon by the pupils themselves. The *'didactic framework'* (which has in the meantime become part of the official Arbeitslehre teaching plan for Berlin schools) includes the three inter-related aspects: technical processes, economics, and politics. Each of these is studied in the context of three stages of development or production: first, working for a purpose decided upon by the pupil himself; second, working for an easily understandable market; third, working for an anonymous market. In the first stage pupils learn working techniques through producing simple objects for themselves (eg. optical instruments). In the second they produce commodities using handicraft methods and division of labour, working in groups; the commodities are produced on contract for a known purchaser, so that the purpose of the work is clear. The third stage corresponds with industrial conditions of production: using scientific and technological principles, the pupils produce commodities for sale on an anonymous market. The three stages are linked through an analysis of the problems of industrial management: in the first stage, pupils learn *'preliminary forms of management thinking'* like household planning and saving; in the second, they become familiar with business accounting; and in the third, pupils are confronted with 'the striving for maximum productiveness of the various factors of production, in terms of value and volume'.

However, it is not possible for pupils to really experience industrial production within the school, so the third stage of the project is in fact limited to explanations about the problems involved by the teacher, using various teaching aids. The teacher uses theories of industrial management to explain models of the structure of industrial production processes, paying special attention to theories of accounting and organisation. In other words, the pupil learns about the working world in terms of the rationality of management, and not the social situation of the worker. This is regarded as being in the future workers' interest - through learning management thinking they are supposed to be best able to understand their own interests at work and be able to use their labour power optimally. The *'Berlin concept'* pays particular attention to the relation between industrial management and the running of a private household. Pupils learn that industry is run in a rational way through planning, accounting and optimal use of technology. They are then supposed to learn to use these principles for organising their own needs and activities outside school, and, later, for work. The same principles are applied to helping pupils choose a future occupation and planning how to get the appropriate training.

This example makes it clear that *'emancipation of workers'* can mean very different things. The result of the *'Berlin concept'* is not likely to be workers who understand the class structure of society and who are equipped to fight for their own interests. More probably, it would be workers who accept the technological rationality of modern capitalism without questioning the class structures on which it is based. The

'Berlin concept' does serve the interests of such workers to the extent that it helps them to learn to plan rationally, organise consumption and household optimally, and sell their labour power effectively. But the end product is an illusion: namely that the worker possesses the autonomy to plan his or her life, as if it were not shaped by the decision-making of powerful economic groups, which decide on rationalisation, redundancy, and transfer of production to other places.

To avoid misunderstandings: there can be no doubt that the attempt to link technical instruction with economic and political knowledge made in various guidelines and projects for Arbeitslehre is in essence a progressive tendency. This does not, however, mean that it is automatically a form of socialist education. Even in this form Arbeitslehre can be used to give pupils an affirmative attitude towards the capitalist system, through emphasising technological rationality and ignoring class relationships. But this need not be the case: there are many examples of projects in which teachers have taken the class position of pupils and their parents as a starting point, and have tried to make the real contradictions of industrial work and class domination clear to them. In one project, for instance, a school class visited a chain factory, which was the main local employer, analysed the repressive nature of the work in the factory (where many of the children's fathers worked), and tried to relate this to their situation at home: *'Why is Father always tired and irritable after work?'* An attempt was made to simulate industrial work at school through making small objects on a conveyor line, with a high degree of division of labour.[19] The project must have been effective, for the factory owner felt it necessary to complain to the education authorities, who stopped it and threatened the teacher with dismissal. In other projects, attempts have been made to help children understand the historical development of the means of production, through working with various forms of division of labour in well-equipped school workshops, and visiting factories to examine the form of division of labour there. In such projects, teachers have set out to give the work the character of socially-necessary productive labour, by arranging the sale of products for use in school common rooms and the like. Whatever the limitations of such attempts - and we will look at these below - they are a modest step on the way to raising pupils' consciousness of production and society. They are an important political contribution made by progressive teachers...

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VII GLOSSARY OF TERMS AND ABBREVIATIONS

ABGANGSZEUGNIS : Non-qualifying leaving certificate

ABSCHLUSS : Qualifying-leaving certificate (from a Hauptschule)

ARBEITSAMT : Labour Office (branch or local office of the Bundesanstalt für Arbeit)

ARBEITSLEHRE : Learning about the world of work

ARBEIT WIRTSCHAFT TECHNIK : Work, Economic Affairs and Technology

BADEN-WÜRTTEMBERG : A Land of the Federal Republic

BAYERN (BAVARIA) : A Land of the Federal Republic

BERLIN : A Land of the Federal Republic

BERUFSBERATER : Vocational Counsellors

BERUFSBERATUNG : Vocational Counselling

BERUFSBILDUNGSGESETZ : Vocational Training Act

BERUFSFACHSCHULE : Full-time Vocational School (usually providing two-year courses for 15-19 year olds)

BERUFSFELDER : Vocational 'fields', groups of trades

BERUFSFELDORIENTIERUNG : Orientation to vocational fields

BERUFSGRUNDBILDUNGSJAHR : Basic Vocational Year

BERUFSINFORMATIONSZENTRUM : Vocational Information Centre

BERUFSORIENTERUNG : Vocational Orientation

BERUFSSCHULE : Vocational College (part-time)

BERUFSVORBEREITUNGSJAHR : Preparatory vocational training year

BREMEN : A Land of the Federal Republic

BUND : Federal Authorities, Central Government

BUNDESANSTALT FÜR ARBEIT : Federal Labour Office

BUNDESINSTITUT FÜR BERUFSBILDUNG : Federal Institute for Vocational Education

BUNDESMINISTERIUM FÜR BILDUNG UND WISSENSCHAFT : Federal Ministry of Education and Science

CHRISTLICHES JUGENDDORFWERK : Christian Youth Village Movement

DEUTSCHER GEWERKSCHAFTSBUND : German Federation of Trade Unions

FACHOBERSCHULE : Vocational College (full-time)

GESAMTSCHULE(N) : Comprehensive School(s)

GYMNASIUM (GYMNASIEN) : Grammar School(s)

HAMBURG : A Land of the Federal Republic

HANDWERKSKAMMER : Chamber of Crafts

HAUPTSCHULE(N) : Main School, Secondary Modern School(s)

HAUPTSCHULER : Secondary Modern Pupils

HAUPTSCHULABSCHLUSS : Hauptschule Leaving Certificate

HESSEN : A Land of the Federal Republic

JUNGARBEITER : Young worker (without a training or apprenticeship certificate)

KULTUSMINISTERKONFERENZ : Standing Conference of the Education Ministers of the Länder

LAND, LÄNDER : Component State(s) of the Federal Republic

LANDESARBEITSAMT : Land Office of the BFA

LANDESTELLE FÜR ERZIEHUNG UND UNTERRICHT : Land Office for Education and Curriculum Development (Stuttgart, Baden-Württemberg)

LERNBEHINDERTE : Slow (or Handicapped) Learners

MEISTER : Master (Craftsman)

MITTLERE REIFE : Intermediate certificate, equivalent to 'O' levels

NEIDER-SACHSEN : (Lower Saxony) A Land of the Federal Republic

NORDRHEIN-WESTFALEN : A Land of the Federal Republic

POLYTECHNIK : the title given in Hessen to the Arbeitslehre provision

RAHMENLEHRPLAN : Outline Curriculum

REALSCHULE : Technical School

RHEINLAND-PFALZ : A Land of the Federal Republic

SAARLAND : A Land of the Federal Republic

SCHLESWIG HOLSTEIN : A Land of the Federal Republic

SACHUNTERRICHT : Object Studies

SONDERSCHULE : Special School

STAATLICHES INSTITUT FÜR LEHRERFORT- UND -WEITERBILDUNG : State Institute for Teacher Development in Secondary Education

STAATLICHES SCHULAMT : State School Office

ABC	A Basis for Choice : Document published by the FEU	UK
AWT	Arbeit Wirtschaft Technik	FRG
BFA	Bundesanstalt für Arbeit	FRG
BGJ	Berufsgrundbildungsjahr	FRG
BIBB	Bundesinstitut für Berufsbildung	FRG
BMBW	Bundesministerium für Bildung und Wissenschaft	FRG
BVJ	Berufsvorbereitungsjahr	FRG
DGB	Deutscher Gewerkschaftbund	FRG
EC	European Community (ie. countries signatory to the Treaty of Rome)	UK
FEU	Further Education Curriculum Review and Development Unit	UK
FRG	Federal Republic of Germany	UK
KMK	Kultusministerkonferenz	FRG
LEU	Landestelle für Erziehung und Unterricht, Stuttgart	FRG
MSC	Manpower Services Commission	UK
SIL S	Staatliches Institut für Lehrerfort- und -Weiterbildung	FRG
TU	Trade Union	UK
UK	United Kingdom	UK

UVP	Unified Vocational Preparation : an experimental course sponsored by MSC and DES	UK
WEEP	Work Experience on Employers Premises - a type of YOP	UK
YOP	Youth Opportunities Programme : a general term for a variety of special measures taken by MSC to provide for the young unemployed	UK

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